

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Gender Studies Program Date September 26,
2005

Course No. or level 200 Title Gender
Studies

Semester hours 3 Clock hours: 3 Lecture x Laboratory _____

Prerequisites None

Enrollment expectation 20

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Jennifer Liethen Kunka, Janis McWayne,
Charlene Wages, Lisa Eargle, Rusty Ward, Lisa Pike

Department Chairperson's /Dean's Signature _____

Date of Implementation Fall 2006

Date of School/Department approval _____

Catalog description.

ADD, on page 176 of the current catalog:

GNDR 200 (3) Introductory survey of the basic concepts and scope of gender including the intersections of gender, race, class, and sexuality from the perspectives of the participating disciplines.

Purpose:

1. For Whom (generally?)

Undergraduate students pursuing a minor or collateral in Gender Studies will be required to take this course. This course is appropriate for any undergraduate student interested in learning about gender.

2. What should the course do for the student?

Specific course objectives include teaching students

- To understand theories of gender and to develop a critical framework for thinking about questions relating to gender
- To improve critical thinking and analytical skills and apply them to contemporary gender issues
- To articulate in speech and writing ideas about gender and its intersections with class, race and sexuality
- To improve research skills
- To examine critically the processes by which we reach and develop opinions
- To analyze historical gender prescriptives
- To examine issues of social justice and equality.

Teaching method planned:

This course will be team-taught by faculty from two different disciplines. The scheduling of this course will be arranged by the Gender Studies Coordinator (when appointed). Gender Studies 200 will include a combination of lectures and discussions. Student-organized discussions and presentations will also form part of the course content. Films and other media resources will be reviewed and analyzed throughout the course.

Textbook and/or materials planned (including electronic/multimedia):

McKee, Nancy P., and Linda Stone. *Gender and Culture in America*. 2nd ed. Upper Saddle River, NJ: Prentice Hall, 2002.

McKee, Nancy P., and Linda Stone. *Readings in Gender and Culture in America*. 2nd ed. Upper Saddle River, NJ: Prentice Hall, 2002.

Additional readings and films will be added by the course instructors. Please refer to the two attached syllabi for examples of additional texts and films that may be added, depending upon the disciplinary focus of each course.

Course Content: (Please explain the content of the course in enough detail so that the

Academic Affairs Committee can make an informed judgement.
(Include a syllabus for the course.)

GNDR 200 will examine gender patterns, dynamics, and biases that will enhance the understanding and scope of work in many fields. GNDR 200 introduces historical, theoretical, behavioral, philosophical, scientific, and multi- and cross-cultural perspectives on gender and its meanings, exploring its disciplinary and interdisciplinary uses and implications.

This course is designed to facilitate student development of a critical framework for thinking about questions relating to gender, and may include the following contemporary issues: femininity and masculinity theories; the social construction of gender; gender and the body; gender and culture; the biology and psychology of sex and sexuality; the dynamics of gender, language, representation, and interpretation; current and historical inquiries into the relationships between the sexes; institutional operation and development; gender role development; sexual orientation; sexual identity politics; queer theory; intersexuality theory; and other intersections of sex, gender, race, class, and sexuality. An emphasis will be placed on developing skills for reading, interpreting, and critiquing gender perspectives.

When completed, forward to the Office of the Provost.

9/03

**Dr. Jennifer Liethen
Kunka**
Office: Founders Hall 115
Office Phone: 661-1520
Office Hours: TBA
Email:
jkunka@fmarion.edu

GENDER STUDIES 200

Dr. Charlene Wages
Office: SAB 105
Office Phone: 661-1140
Office Hours: TBA
Email:
cwages@fmarion.edu

REQUIRED TEXTS AND MATERIALS:

Gender and Culture in America – Nancy P. McKee and Linda Stone
Readings in Gender and Culture in America – Nancy P. McKee and Linda Stone
Passing – Nella Larsen
As Nature Made Him – John Colapinto
Stone Butch Blues – Leslie Feinberg
The Laramie Project – Moises Kaufman

On reserve:

Diamond, M. (1965). A critical evaluation of the ontogeny of human sexual behavior. *Quarterly Review of Biology*, 40, 147-175.
 Money, J. (1973). Gender role, gender identity, core gender identity: Usage and definitions and terms. *Journal of American Academy of Psychoanalysis*, 1, 397-403.
 Money, J. (1987). Human sexology and psychoneuroendocrinology. In D. Crews (ed.), *Psychobiology of reproductive behavior: An evolutionary perspective*, p.323-344. Englewood Cliffs, NJ: Prentice-Hall.

COURSE GOALS:

GNDR 200 will examine gender patterns, dynamics, and biases that will enhance the understanding and scope of work in many fields. GNDR 200 introduces historical, theoretical, behavioral, philosophical, scientific, and multi- and cross-cultural perspectives on gender and its meanings, exploring its disciplinary and interdisciplinary uses and implications. This course may be team taught.

This course is designed to facilitate student development of a critical framework for thinking about questions relating to gender, and may include the following contemporary issues: femininity and masculinity theories; the social construction of gender; gender and the body; gender and culture; the biology and psychology of sex and sexuality; the dynamics of gender, language, representation, and interpretation; current and historical inquiries into the relationships between the sexes; institutional operation and development; gender role development; sexual orientation; sexual identity politics; queer theory; intersexuality theory; and other intersections of sex, gender, race, class, and sexuality. An emphasis will be placed on developing skills for reading, interpreting, and critiquing gender perspectives.

This course satisfies a requirement for the Gender Studies Collateral and Minor; for more information contact XXXXXX.

GRADE DISTRIBUTION:

Exam 1	15%
Exam 2	15%
Debate	15%
Research Paper	25%
Final Exam	15%
Class Participation/Quizzes	15%

CLASS POLICIES:

- 1) This policy sheet supplements the policies printed in the Francis Marion University Handbook.
- 2) Attendance: There is no formal penalty for not attending class; however your participation grade will suffer if you are not here to participate. Roll will be taken so that we can have a record of your attendance. If you decide to withdraw from the course during the semester, be sure to complete a withdrawal form from the Registrar's office. If you do not complete the withdrawal process, you will receive an F for the course even if you were passing at the time of withdrawal. If you must miss class, please call or email your professors so we can inform you of the assignment for the following class.
- 3) Daily Assignments: Many reading and writing assignments will be made over the semester, and students are expected to complete these assignments by the beginning of the next class period unless otherwise specified. Part of being present is being prepared. Not only should reading and writing assignments be completed for each class meeting, but regular class participation will be expected and appreciated. This includes regular interaction on the Blackboard site and message boards. Students are expected to access the class Blackboard site and their email on a regular basis. In addition, students should plan to read or watch reliable news sources to keep informed of events that may impact our class discussions.
- 4) Papers: Drafts and final copies of papers (double-spaced, 12-point Times New Roman font, 1-1.25" margins, in MLA or APA documentation format) are to be submitted at the beginning of each class period they are due. Papers may be submitted through the drop box on Blackboard or in class.
- 5) Late work: Professional submissions of daily assignments and final versions of writing assignments will be made at the beginning of class on the specified due date. Work will be accepted within 48 hours of the due date, but for a reduced grade. Missed in-class assignments and quizzes cannot be made up.
- 6) Academic Honesty: Academic dishonesty (plagiarism) is presenting the work or ideas of someone else as your own without careful and accurate acknowledgment. Academic dishonesty is a serious offense and can result in failure of your assignment, failure of the course, and expulsion. Chapter 9 in *The Brief Handbook* discusses ways to avoid plagiarism; you are responsible for mastering those ways immediately. If you have questions about the use of source materials, please do not hesitate to ask.

ASSISTANCE:

- 1) Conferences and Office Hours: As you begin to develop ideas for your papers, you may discover that you have questions and need advice as to how to approach your writing. Please feel free to stop in during office hours or to schedule an appointment with your professors at any time to discuss any difficulties you may be having with class, your writing, or anything else.
- 2) Disabilities: If you have any learning or physical disability that may possibly affect your progress in this course, please notify your professors as soon as possible.
- 3) FMU Writing Center: For assistance with questions and problems about writing, I strongly encourage you

to take advantage of the Writing Center, located in Founders Hall 114-C. Call early for an appointment (661-1528) because the center can become quite busy around due dates, though drop-in visits can also be made on a first-come, first-serve basis. The FMU Writing Center also provides many helpful links through its web site, located at www.fmarion.edu/academics/wcenter.

COURSE CALENDAR

I. Gender and Culture, Images and Assumptions	
WEEK 1	Introduction to the course; definitions of sex, gender, and sexuality Readings: "Becoming Members of Society" – Holly Devor (RGCA 26-47) "Introduction" – Stone and McKee (GCA 1-25)
WEEK 2	Advertisement analysis; discussion of cultural assumptions of gender Readings: "The Cult of Masculinity" – Michael S. Kimmel (RGCA 97-111) "Mothers Giving Birth to Motherhood" – John R. Gillis (RGCA 112-134)
WEEK 3	Television analysis; discussion of cultural assumptions of gender and the family Body images Readings: "Fat Talk" – Mimi Nichter and Nancy Vuckovic (RGCA 134-149) "In Pursuit of the Perfect Penis" – Leonore Tiefer (RGCA 150-164)
WEEK 4	EXAM I
II. Gender in Disciplinary Contexts and Perspectives	
WEEK 4.5	History of gender; definitions of feminism, gender studies, masculinity studies Readings: "A Cultural History of American Gender: 1600-1900" – Stone and McKee (GCA 26-62)
WEEK 5	History of Gender Economics and Politics of Gender Readings: "The Twentieth Century" – Stone and McKee (GCA 63-95) "American Gender: Themes and Issues" – Stone and McKee (GCA 185-204)
WEEK 6	Gender and Race Readings: <i>Passing</i> – Nella Larsen "Ethnic Minorities: Native Americans and African Americans" – Stone and McKee (GCA 97-126) "Not That Sort of Women" – Hannah Rosen (RGCA 269-294)
WEEK 7	Biological Determinants: Chromosomes and Hormones
WEEK 8	Biological Determinants: Syndromes and Physical Aspects Readings: <i>As Nature Made Him</i> – John Colapinto EXAM 2
III. Clinical Considerations of Gender: Individual Experiences	
WEEK 9	Clinical Issues Readings: <i>As Nature Made Him</i> – John Colapinto
WEEK 10	Clinical Issues Readings: "Gender Role, Gender Identity, Core Gender Identity: Usage and Definitions and Terms" – John Money (on reserve) "Human Sexology and Psychoneuroendocrinology" – John Money (on reserve) "A Critical Evaluation of the Ontogeny of Human Sexual Behavior" – M. Diamond (on reserve) Selections from the DSM-IV CONFERENCES ON RESEARCH PAPERS
WEEK 11	DEBATE Gender identity and transgender Readings: <i>Stone Butch Blues</i> – Leslie Feinberg
WEEK 12	Gender identity and transgender Readings: <i>Stone Butch Blues</i> – Leslie Feinberg; "Transgender Warriors" – Leslie Feinberg (RGCA 186-200) "Difference, Desire, and the Self: Three Stories" – Arlene Stein (RGCA 200-215)
WEEK 13	Film: <i>Boys Don't Cry</i> Gender identity and homosexuality

	Readings: <i>The Laramie Project</i> – Moises Kaufman “Out-Takes” – Ron Caldwell (RGCA 165-186)
WEEK 14	Gender identity and homosexuality Readings: <i>The Laramie Project</i> – Moises Kaufman PAPER DUE
FINAL EXAM	TBA

Dr. Janis McWayne
CEMC 216
661-1467
Office Hours: TBA
jmcwayne@fmarion.edu

GENDER STUDIES 200

Dr. L. A. Eargle
240 FH
661-1653
Office Hours: TBA
leargle@fmarion.edu

REQUIRED TEXTS AND MATERIALS:

Gender and Culture in America – Nancy P. McKee and Linda Stone
Readings in Gender and Culture in America – Nancy P. McKee and Linda Stone
Stone Butch Blues – Leslie Feinberg
The Social Construction of Difference and Inequality – Tracy Ore (on reserve – Rogers Library)
Gender and Health: An International Perspective – Caroline B. Brettell and Carolyn F. Sargent (on reserve – Rogers Library)
Gender, Sexuality, and the Law: Gender Law -- William Eskridge Jr. and Nan Hunter (on reserve – Rogers Library)
Beyond Pink or Blue – Leslie Feinberg (on reserve – Rogers Library)
 Coursepack

COURSE GOALS:

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This course satisfies a requirement in the Gender Studies Collateral; for more information contact XXXXXX.

GRADE DISTRIBUTION

Class Participation	25%
Research Paper	15%
Midterm Exam	15%
Group Presentation	15%
Reflections	15%
Final Exam	15%

CLASS POLICIES:

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I. Gender and Culture, Images and Assumptions	
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WEEK 2	Advertisement analysis; discussion of cultural assumptions of gender and body images Readings: <ul style="list-style-type: none"> • The Cult of Masculinity – Michael S. Kimmel (RGCA 97-111) • Mothers Giving Birth to Motherhood – John R. Gillis (RGCA 112-134) Film: Killing Us Softly 3
WEEK 3	Media, music, and other forms of entertainment, theme parks, analysis; discussion of cultural assumptions of gender and the family; Socialization versus stereotyping Readings: <ul style="list-style-type: none"> • Fat Talk – Mimi Nichter and Nancy Vuckovic (RGCA 134-149) • In Pursuit of the Perfect Penis – Leonore Tiefer (RGCA 150-164)
II. Gender in Disciplinary Contexts and Perspectives	
WEEK 4	Theories of gender formation – biological, psychological, cultural, and sociological; an integrated model Readings – <ul style="list-style-type: none"> • Theories of Sexuality, Gender, and the Law (GSL – Ch 3 on reserve) • The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles – Emily Martin (coursepack)
WEEK 5	History of gender; economics and politics of gender; social mobility (education, employment, income; status) Readings: <ul style="list-style-type: none"> • A Cultural History of American Gender: 1600-1900 – Stone and McKee (GCA 26-62) • The Twentieth Century – Stone and McKee (GCA 63-95) • American Gender: Themes and Issue – Stone and McKee (GCA 185-204)
WEEK 6	Intersections of gender and race Readings: <ul style="list-style-type: none"> • Understanding Race, Class Gender and Sexuality: A Conceptual Framework - Themes: Historically and Geographically/Globally Contextual -- Weber (coursepack) • Socially Constructed Power Relations: Race, Gender, Sexuality, and Social Class Weber - (coursepack) • Questions to Ask When Analyzing Gender, Race, Class, and Sexuality -- Weber (coursepack)
WEEK 7	Midterm Exam Health promotion and disease prevention – World Health Organization definitions Readings: <ul style="list-style-type: none"> • Life Expectancy and Gender, Race, and Class Effects on Mortality Indices (coursepack) • Risk, Prevention, and International Health Policy (G & H 326 – 337 on reserve)

WEEK 8	<p>Violence and gender</p> <p>Readings:</p> <ul style="list-style-type: none"> • Where Race and Gender Meets: Racism, Hate Crimes, and Pornography (SCDI 515-518 on reserve) • Fraternities and Collegiate Rape Culture (SCDI 519 – 532 on reserve) • The Construction of Masculinity and the Triad of Men’s Violence (SCDI 533 – 549 on reserve) • Homophobia as a Weapon of Sexism (SCDI 550 - 559 on reserve)
WEEK 9	<p>Clinical issues, - medical distrust, HIV, eugenics, and Tuskegee</p> <p>Readings:</p> <ul style="list-style-type: none"> • Boundary Crossings: Gender and Power in Clinical Ethics Consultations – (G & H 205 – 226 on reserve) • Medicalization of Sex, Gender, and Sexuality - (GSL 133-201 on reserve)
WEEK 10	<p>Gender and Disease</p> <p>Readings:</p> <ul style="list-style-type: none"> • Young Males Sexual Education and Health Services – Howard – (coursepack) • A Sad Day for Science at the FDA – Wood (coursepack) <p>Film: Wit</p>
WEEK 11	<p>The Lifespan</p> <p>Readings:</p> <ul style="list-style-type: none"> • Gender, Aging, and Health: A Comparative Approach (G & H 87 - 122 on reserve) • Gender Differences in Physical Disability Among an Elderly Cohort – Murtaugh (coursepack) <p>Presentations Due</p>
III. Individual Experiences	
WEEK 11.5	<p>Gender Identity and Transgender</p> <p>Readings:</p> <ul style="list-style-type: none"> • Stone Butch Blues – Leslie Feinberg
WEEK 12	<p>Gender Identity and Transgender</p> <p>Readings:</p> <ul style="list-style-type: none"> • Stone Butch Blues – Leslie Feinberg; • “Transgender Warriors” – Leslie Feinberg (RGCA 186-200)
WEEK 13	<p>Gender Identity and Homosexuality</p> <ul style="list-style-type: none"> • Beyond Pink and Blue -- Leslie Feinburg (on reserve) • Changing Gay and Lesbian Images in the Media—Ore (SCDI 446-457 on reserve)
WEEK 14	<p>Putting it all together – It’s a wrap</p> <p>Course Reflections</p> <p>Papers Due</p>
FINAL EXAM	TBA

GNDR 200 Coursepack

The Egg and the Sperm: How Science has Constructed a Romance Based on Stereotypical Male-Female Roles – Martin

Understanding Race, Class Gender and Sexuality: A Conceptual Framework - Themes: Historically and geographically/Globally Contextual, - Weber

Socially Constructed Power Relations: Race, Gender, Sexuality, and Social Class -- Weber

Questions to ask when analyzing Gender, Race, Class, and Sexuality --Weber

Life expectancy and gender, race, and class effects on mortality indices -- Mokdad

Young Males Sexual Education and Health Services – Howard

A Sad Day for Science at the FDA – Wood

Gender Differences in Physical Disability Among an Elderly Cohort – Murtaugh

GNDR 200 Books on Reserve

The Social Construction of Difference and Inequality – Tracy Ore (SCDI -- on reserve – Rogers Library)

Gender and Health: An International Perspective – Caroline B. Brettell and Carolyn F. Sargent (G & H -- on reserve – Rogers Library)

Gender, Sexuality, and the Law: Gender Law -- William Eskridge Jr. and Nan Hunter (GSL on reserve – Rogers Library)

Beyond Pink and Blue -- Leslie Feinburg (on reserve – Rogers Library)

Selections on Reserve

Theories of Sexuality, Gender, and the Law -- (GSL)

Risk, Prevention, and International Health Policy -- (G & H 326 - 337)

Where race and gender meets: Racism, Hate Crimes, and Pornography (SCDI 515-518)

Fraternities and collegiate rape culture (SCDI 519–532)

The construction of masculinity and the triad of men’s violence (SCDI 533-549)

Homophobia as a weapon of sexism (SCDI 550-559)

Boundary Crossings: Gender and Power in Clinical Ethics Consultations – (G & H 205 - 226)

Medicalization of Sex, Gender, and Sexuality - (GSL 133-201)

Gender, Aging, and Health: A Comparative Approach (G & H 87 - 122)

Changing gay and lesbian images in the media—(SCDI 446-457)

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: **History** Date: **September 2, 2005**

Course No. or level: **321** Title: **Family and Gender History in EurAsian Perspective**

Semester hours: 3 Clock hours: 3 Lecture: xx Laboratory: N/A

Prerequisites: One 200-level history course or permission of department is prerequisite to all history courses above the 299 level.

Enrollment expectation: 25

Indicate any course for which this course is a (an)

modification N/A
(proposed change in course title, course description, course content or method of instruction)

substitute N/A
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate N/A
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Mary Louise Nagata

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation: Fall 2006

Date of School/Department approval _____

Catalog description:

A general survey of family and gender history in comparative perspective across the Eurasian continent that addresses family and demographic systems as they vary and change through time and space. Considers the interaction of family with economic, religious, political, institutional and demographic change. Gender roles and life course are also a major focus.

Purpose: 1. For Whom (generally?)

History majors and minors, students interested in the gender collateral as well as any other interested students.

2. What should the course do for the student?

The course should provide a good grounding in family and gender history, family and population theory, and the relationship of family and gender to society and historical change. The use of both historical and comparative materials from Asia to Europe (Japan, Korea, China, Vietnam, Thailand, India, Baltic states, Germany, Italy, Finland, Sweden, Norway, Belgium, Austria, France, Spain, England) will provide a view that is neither Eurocentric nor limited to modern definitions of family, family practice or gender roles, but broaden student perceptions and definitions of family and gender roles.

Teaching method planned: lectures, discussion (including Internet discussion), presentations.

Textbook and/or materials planned (including electronic/multimedia):

Main texts:

André Burguière, Christiane Klapisch-Zuber, Martine Segalen, Françoise Zonabend (eds), *A History of the Family: Vol. I Distant Worlds, Ancient Worlds*, (Cambridge, MA: The Belknap Press of Harvard University Press 1996).

Richard Wall, Tamara K. Hareven, and Josef Ehmer (eds), *Family History Revisited: comparative perspectives*, (Newark, NJ: University of Delaware Press 2001).

We will also make use of *The History of the Family, An International Quarterly*, a journal that is available electronically through the library as well as materials on reserve.

Eventually I want to use Antoinette Fauve-Chamoux (ed), *The Stem Family in EurAsian Perspective*, (Bern, CH: Peter Lang Press forthcoming 2006) as a main text, but it is in the process of publication.

Optional texts:

Peter Laslett and Richard Wall (eds), *Household and Family in Past Time: comparative studies in the size and structure of the domestic group over the last three centuries in England, France, Serbia, Japan and colonial North America, with further materials from Western Europe*, (Cambridge, UK: Cambridge University Press 1972).

Muriel Neven and Catherine Capron (eds), *Family Structures, Demography and Population. A Comparison of Societies in Asia and Europe*, (Liège: Laboratoire de Démographie de l'Université de Liège).

Other texts and articles:

Jack Goody, *The Development of the Family and Marriage in Europe*, (Cambridge University Press 1983).

Harald Fuess, *Divorce in Japan*, (Stanford University Press 2004).

John Hajnal, "European marriage patterns in perspective," D. V. Glass and D. E. C. Eversley (eds), *Population in History. Essays in Historical Demography*, (London: E. Arnold 1969)

Mary S. Hartman, *The Household and the Making of History*, (Cambridge University Press 2004).

Hiroko Hashimoto, "Thai Family System and Women's Property Rights under the Traditional Law," Emiko Ochiai (ed), *The Logic of Female Succession: Rethinking Patriarchy and Patrilineality in Global and Historical Perspective*, (Kyoto: International Research Center for Japanese Studies 2003) 207-228.

Dennis Hodgson, "Demography as Social Science and Policy Science," *Population and Development Review* 9, No. 1, March 1983, 1-34.

Katrina Honeyman, *Women, Gender and Industrialisation in England, 1700-1870*, (Macmillan Press Ltd. 2000).

Sarah Shaver Hughes and Brady Hughes, *Women in World History, Vol. 2*, (Armonk, NY and London, UK: M. E. Sharpe 1997).

Peter Laslett, "Introduction," Peter Laslett and Richard Wall (eds), *Household and Family in Past Time*, (Cambridge University Press 1972).

James Lee and Cameron Campbell, *Fate and Fortune in Rural China: Social organization and population behavior in Liaoning, 1774-1873*, (Cambridge University Press 1997).

James Z. Lee and Wang Feng, *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000*, (Harvard University Press 1999).

Vera Mackie, *Feminism in Modern Japan*, (Cambridge University Press 2003).

Mary Louise Nagata, "Mistress or Wife? Fukui Sakuzaemon vs. Iwa, 1819-1833," *Continuity and Change* 18 (2), 2003, pp.1-23.

Mary Louise Nagata, "Headship and Succession in Early Modern Kyoto: the role of women," *Continuity and Change* 19 (1), 2004, pp.1-32.

Gopinath Ravindran, "Inheritance, Property Control and Marriage in Colonial South-West India: The Case of Matrilineal Nayars," Emiko Ochiai (ed), *The Logic of Female Succession: Rethinking Patriarchy and Patrilineality in Global and Historical Perspective*, (Kyoto: International Research Center for Japanese Studies 2003) 177-206.

Barbara Sato, *The New Japanese Woman: modernity, media, and women in interwar Japan*, (Duke University Press 2003).

Jürgen Schlumbohm, "Family forms and demographic behaviour: German debates and data," Muriel Neven and Catherine Capron (eds), *Family Structures, Demography and Population. A Comparison of Societies in Asia and Europe*, (Liège: Laboratoire de Démographie de l'Université de Liège 2000).

Paul Servais and Alain Arrault, "Family from East and West between Christianity and Confucianism," Muriel Neven and Catherine Capron (eds), *Family Structures, Demography and Population. A Comparison of Societies in Asia and Europe*, (Liège: Laboratoire de Démographie de l'Université de Liège 2000).

Simon Szreter, "The Idea of Demographic Transition and the Study of Fertility Change: A Critical Intellectual History," *Population and Development Review* 19, No. 4, December 1993.

Louise A. Tilly, *Industrialization and Gender Inequality*, Washington DC: American Historical Association *Essays on Global and Comparative History*, (©Temple University 1993).

Wakita Haruko, "The Medieval Household and Gender Roles within the Imperial Family, Nobility, Merchants, and Commoners," Hitomi Tonomura, Anne Walthall, and Wakita Haruko (eds), *Women and Class in Japanese History*, (University of Michigan 1999)

81-98.

I personally own all of this material in one form or another with the exception of the main texts, so anything that is not available through the library or online I can provide as library reserve or, for short articles, handouts.

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

The course is organized on the assumption of a MWF schedule, but can be adjusted if necessary. I divide the course into 5 segments that are mostly chronological. The first segment addresses the theoretical basics and encourages the student to understand and think critically about family and gender as it relates to the student as well as in general terms. The second segment addresses family and gender in ancient and medieval societies in Europe and Asia. Topics include the mutual relations and influence of family, economy and religion upon gender roles and family practice.

The third segment focuses on family and gender in the early modern world before the 19th century across the EurAsian continent continuing the study of the relation between family, demography, economy and politics as well as how these shape gender roles and how these roles changed through both direct action and social and economic change. The fourth segment continues this story in the 19th century seeing the 19th century as a period of major economic, political and institutional change and the roles and effects of these changes upon family and gender.

The final segment addresses changes in family practice and gender roles in the 20th century, as well as issues that have become the focus of debate in contemporary society. By this time students should have a strong comparative background that will allow them to see this issues in new ways and developed their own informed opinions on them.

When completed, forward to the Office of the Provost.

9/03

Family and Gender History in EurAsian Perspective

HIST

Fall 2005

Mary Louise Nagata

Office hours: MW 9:30-11:30, T 4-5

Office: FH 273

Office Phone: 661-1554

e-mail: mnagata@fmarion.edu

course website: blackboard.fmarion.edu

1. Course explanation (MWF version, 40 lectures assumed)

This course is designed as a general survey of family and gender history in comparative perspective across the Eurasian continent. The course is organized chronologically and will address family and demographic systems as they vary and change through time and space. Topics will include the interaction of family with economic, religious, political, institutional and demographic change. Gender roles and life course are also a major part of the story. The texts are meant to supplement and support lectures that address a greater range of material than found in the texts. Questions on quizzes and the final exam will include material from both the readings and the lectures. Attendance is therefore mandatory to passing this course and you must keep up with the readings. See below for a detailed list of lecture topics.

2. Texts

Required texts:

André Burguière, Christiane Klapisch-Zuber, Martine Segalen, Françoise Zonabend (eds), *A History of the Family: Vol. I Distant Worlds, Ancient Worlds*, (Cambridge, MA: The Belknap Press of Harvard University Press 1996).

Richard Wall, Tamara K. Hareven, and Josef Ehmer (eds), *Family History Revisited: comparative perspectives*, (Newark, NJ: University of Delaware Press 2001).

We will also make use of *The History of the Family, An International Quarterly*, a journal that is available electronically through the library as well as materials on reserve. Please check the bibliography below.

Optional texts:

Peter Laslett and Richard Wall (eds), *Household and Family in Past Time: comparative studies in the size and structure of the domestic group over the last three centuries in England, France, Serbia, Japan and colonial North America, with further*

materials from Western Europe, (Cambridge, UK: Cambridge University Press 1972).

Muriel Neven and Catherine Capron (eds), *Family Structures, Demography and Population. A Comparison of Societies in Asia and Europe*, (Liège: Laboratoire de Démographie de l'Université de Liège).

Antoinette Fauve-Chamoux (ed), *The Stem Family in EurAsian Perspective*, (Bern, CH: Peter Lang Press forthcoming 2006)

If you have problems getting the texts at the bookstore, they are also available through Amazon.com. There is also additional material you can find at the online library site www.questia.com.

Course Requirements and Grading

Homework 25%

5 quizzes 25%

Short essay 25%

Final exam 25%

Homework—There will be several homework assignments designed to help to think about the topics introduced in class. Each assignment should be 2-5 pages. See below for more details. Discussion, both in class and online are part of the homework grade.

Quizzes—There will be five quizzes with five questions each taken from both reading assignments and lecture material. Each quiz will contribute 5% of your grade.

Short essay—Find some topic that interests you by the beginning of November and investigate it using library materials. See me for topic approval. Your essay should be short: 5-10 pages and use more than one hard copy published reference. The essay is due on the last day of class and I will do my best to return the essays at the final exam.

Final exam—Questions and topics on the exam will be taken from lectures, readings and discussions. Again class attendance and keeping up with the readings are essential for successfully completing this course.

Extra credit—If you should miss a class or there is a topic you want to know more about, you are welcome to do some library research and write a short 1-2 page paper for extra credit. You can do this as much as you like, or not. This is up to you.

3. Lecture Topics

1. What is a family? Discussion: kin relations, networks and households
2. Family systems and household structures
3. Family systems, household formation and inheritance (lineality)
4. Family systems, marriage (inheritance), gender and power
5. Family systems, family practice and social constraints: religion and the state
6. Family systems, practice and population theory
7. Family, demography, gender and the life course
8. Individualism and collectivism?
9. The Family in Classical Europe: Greece and Rome (quiz 1)
10. Women and family in Anglo-Saxon England
11. Women and family in medieval western Europe

12. Women, family and power in Ancient China
13. Women and Family in Ancient Japan and Korea
14. The transition from matrilineal to patrilineal society in medieval Japan
15. Women, family and the rise of Islam
16. Traditional families in global perspective I: General discussion

17. Family and gender in early modern Europe: the northwestern European family pattern (quiz 2)
18. The stem family in Europe: regional variations and assumptions
19. The family in eastern Europe: joint families
20. The Asian joint family: India and China
21. The Japanese stem family system
22. The matrilineal family system of Southeast Asia: Thai and Vietnam
23. Women, gender and political change in early modern Europe
24. Women, gender and politics in early modern China and Japan

25. Family, gender and economic change in 19th century Western Europe (quiz 3) **Final essay topics due today!!**
26. Family, gender and political change in 19th century Western Europe
27. Family, gender and economic development in 19th century Japan
28. Family, gender and political change in 19th century Japan
29. Family, gender and institutional change in 19th century Japan
30. Images of the family in the 19th century world
31. Constraints and influences on family practice from global perspective
32. New developments in family life and practice: General discussion

33. Families and family businesses in 20th century Asia (quiz 4)
34. Families and family businesses in 20th century Europe and North America
35. The politics of family practice I: marriage and divorce
36. The politics of family practice II: the demographic transition
37. Politics continued: fertility and population
38. Politics continued: aging societies and “young” societies
39. Family and gender in the modern world: General discussion
40. General discussion (quiz 5)

The Final Exam is scheduled for .

4. Readings

Each reading should be completed by the date given. The lectures are designed with the assumption that you have read the required material and will go on from there with discussion and debate.

Week 2 Goody 1983: 1-33, Hajnal 1969: 101-143, Schlumbohm: 73-83, Laslett 28-44

Week 3 Servais & Arrault 23-71, Goody 1996: 162-204,

Week 4 Burguière Part 1 (excerpts), Wakita 1999

Week 5 Burguière Part 3 (excerpts)

Week 6 Hartman 70-110, Hughes and Hughes 33-69

Week 7 Hist of Family Vol 7, No. 3: pick 2 articles on Eastern Europe. Lee and Campbell 105-132.

Week 8 Nagata 2004, Hashimoto 2003, Ravindran 2003

Week 9 Hughes and Hughes 139-159, Mackie 15-44, Honeyman 35-71

Week 10 Honeyman 72-114, Nagata 2003

Week 11 Tilly 1993, Sato 114-151

Week 12 Colli 27-76, Gerlach 92-102, Fuess 75-118

Week 13 Szreter 1993, Hodgson 1983, Lee and Feng 3-23

Week 14 Lee and Feng 63-99, 137-146, Ochiai 147-186

5. Bibliography

Andrea Colli, *The History of Family Business, 1850-2000*, (Cambridge University Press 2003).

Michael L. Gerlach, *Alliance Capitalism: The Social Organization of Japanese Business*, (University of California Press 1992).

Jack Goody, *The Development of the Family and Marriage in Europe*, (Cambridge University Press 1983).

Harald Fuess, *Divorce in Japan*, (Stanford University Press 2004).

John Hajnal, "European marriage patterns in perspective," D. V. Glass and D. E. C. Eversley (eds), *Population in History. Essays in Historical Demography*, (London: E. Arnold 1969)

Mary S. Hartman, *The Household and the Making of History*, (Cambridge University Press 2004).

Hiroko Hashimoto, "Thai Family System and Women's Property Rights under the Traditional Law," Emiko Ochiai (ed), *The Logic of Female Succession: Rethinking Patriarchy and Patrilineality in Global and Historical Perspective*, (Kyoto: International Research Center for Japanese Studies 2003) 207-228.

Dennis Hodgson, "Demography as Social Science and Policy Science," *Population and Development Review* 9, No. 1, March 1983, 1-34.

Katrina Honeyman, *Women, Gender and Industrialisation in England, 1700-1870*, (Macmillan Press Ltd. 2000).

Sarah Shaver Hughes and Brady Hughes, *Women in World History, Vol. 2*, (Armonk, NY and London, UK: M. E. Sharpe 1997).

Peter Laslett, "Introduction," Peter Laslett and Richard Wall (eds), *Household and Family in Past Time*, (Cambridge University Press 1972).

James Lee and Cameron Campbell, *Fate and Fortune in Rural China: Social organization and population behavior in Liaoning, 1774-1873*, (Cambridge University Press 1997).

James Z. Lee and Wang Feng, *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000*, (Harvard University Press 1999).

Vera Mackie, *Feminism in Modern Japan*, (Cambridge University Press 2003).

Mary Louise Nagata, "Mistress or Wife? Fukui Sakuzaemon vs. Iwa, 1819-1833," *Continuity and Change* 18 (2), 2003, pp.1-23.

Mary Louise Nagata, "Headship and Succession in Early Modern Kyoto: the role of women," *Continuity and Change* 19 (1), 2004, pp.1-32.

Emiko Ochiai, *The Japanese Family in Transition: A Sociological Analysis of Family Change in Postwar Japan*, (LTCB International Library Foundation 1996).

Gopinath Ravindran, "Inheritance, Property Control and Marriage in Colonial South-West India: The Case of Matrilineal Nayars," Emiko Ochiai (ed), *The Logic of Female Succession: Rethinking Patriarchy and Patrilineality in Global and Historical Perspective*, (Kyoto: International Research Center for Japanese Studies 2003) 177-206.

Barbara Sato, *The New Japanese Woman: modernity, media, and women in interwar Japan*, (Duke University Press 2003).

Jürgen Schlumbohm, "Family forms and demographic behaviour: German debates and data," Muriel Neven and Catherine Capron (eds), *Family Structures, Demography and Population. A Comparison of Societies in Asia and Europe*, (Liège: Laboratoire de Démographie de l'Université de Liège 2000).

Paul Servais and Alain Arrault, "Family from East and West between Christianity and Confucianism," Muriel Neven and Catherine Capron (eds), *Family Structures, Demography and Population. A Comparison of Societies in Asia and Europe*, (Liège: Laboratoire de Démographie de l'Université de Liège 2000).

Simon Szreter, "The Idea of Demographic Transition and the Study of Fertility Change: A Critical Intellectual History," *Population and Development Review* 19, No. 4, December 1993.

Louise A. Tilly, *Industrialization and Gender Inequality*, Washington DC: American Historical Association *Essays on Global and Comparative History*, (©Temple University 1993).

Wakita Haruko, "The Medieval Household and Gender Roles within the Imperial Family, Nobility, Merchants, and Commoners," Hitomi Tonomura, Anne Walthall, and Wakita Haruko (eds), *Women and Class in Japanese History*, (University of Michigan 1999) 81-98.

6. Homework:

1. Diagram your household as it has changed over time with yourself as the ego. Begin

when you were age 5, then age 10, age 15 and now. What type of household structure did it have at these various phases? What does this suggest about the family system of your family?

2. Various societies across the Eurasian continent have had female rulers in the past: Wu Chao in Tang dynasty China, Empress Koken in Nara period Japan, Queens Elizabeth and Victoria in England, as well as others. Pick one female ruler and explain how she came to power according to the rules of inheritance and succession in the family system of her society. What type of system was it? Was the society matriarchal or patriarchal? Was the system matrilineal, patrilineal or bilineal? What does the fact of a female ruler say about female power in that society?

3. Describe the difference between nuclear, stem and joint family systems. How do they differ in household structure? Marriage? Inheritance? How would matrilineality affect this structure? What advantages does each structure have? Which would you most like to live with?

4. Some scholars have argued that the Industrial Revolution took place in England, and Northwestern Europe was early to industrialize because of its family system. Why? What does the family system have to do with industrialization? What are some arguments against this hypothesis? What do you think?

5. There have been many changes in family practice and gender roles during the 20th century. Explain one way in which gender roles and the family changed. Why was this change necessary? What were some consequences of the change? What do you think of this change?

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED MODIFICATION OF AN EXISTING COURSE

Department/School: Astronomy Date: September 22, 2005

Course No.: 201 Title: Introduction to Astronomy

Semester hours: 4 **Clock hours:** Lecture: 3 Laboratory: 3

Prerequisites: Eligibility to take Math 111 or Math 121

Enrollment expectation: 48

Indicate any course for which this course is a (an)

Modification: ASTR 201 course content and description change
(proposed change in course title, course description, course content or method of instruction)

Substitute: _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate: _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Jeannette M. Myers

Department Chairperson's Signature: _____

Provost's Signature: _____

Date of Implementation: Fall 2006

Date of Department approval: September 21, 2005

Catalog description: 201 Introduction to Astronomy (4:3-3) (Prerequisite: Eligibility to take Math 111 or Math 121.) F, SU. A survey of astronomy, including historical observations and star maps; celestial motions of the sun, moon, planets and stars; electromagnetic radiation, including radiation laws and spectral classification; astronomical instruments and methods; the stars, including formation, evolution, properties, and types of stars; the universe, including the Milky Way Galaxy, other galaxies, theories of formation and evolution. The laboratory section for the class will include work at night in the FMU

Observatory.

Purpose:

1. For whom?

This course is specifically for students interested in learning about the field of astronomy including a broad range of topics from celestial motions to the large- scale structure of the universe. With the large variety of topics covered in this class, it completes the general education requirement in Natural Sciences for the B.S. degree.

2. What should the course do for the student?

Completion of this course will see students with a greater knowledge of astronomy including a greater understanding of the universe we live in. Through the laboratory component, the student will gain experience using a variety of telescopes at the FMU Observatory as well as experience using the latest software to simulate the day and night sky.

Teaching method planned:

1. Class Lectures (38 in total)
 - a. Three lectures per week
 - b. Topics are outlined below
2. Laboratory Sessions (11 in total)
 - a. Computer based labs
 - b. Observational labs
 - c. Hands-on experiment labs
3. Written Assignments
 - a. Nine homework projects
4. Final Exam
 - a. Cumulative Final

The following describes the use of the 43 Class Days:

38	Days of full class lecture
3	In class test days
1	Bonus test/Class Survey day
1	Exam Review

Class lectures are divided into three sections to group relevant material together. After the completion of a section, an in class test is given which covers material for that section only. Laboratory classes highlight the material for each section and provide another source of material for the student's study.

Textbook and other materials/locations to be used:

1. Comins, N. and Kaufmann, W. *Discovering the Universe*, 7th Ed. New York: W. H. Freeman and Company, 2005.
2. Myers, J. *Astronomy Laboratory Manual*, 2006.
3. Starry Night Pro (software)
4. Dooley Planetarium
 - a. Lecture Room
 - i. Appropriate programs
 - ii. Day/Night sky demonstrations
 - b. Alternate Laboratory Room
5. FMU Observatory
 - a. 14-inch Schmidt-Cassegrain
 - b. 8-inch Schmidt-Cassegrain (3)
 - c. 12-inch Dobsonian
 - d. 8-inch Schmidt-Newtonian
 - e. 5-inch Refractor
6. MSB 116, Computational Physics Laboratory
7. LSF L110, Modern Physics Laboratory

Course Content:

The course will cover (but not be limited to) the following outline of topics:

- I. Celestial Motions
 - A. Fundamental Motions
 - B. Celestial Races
 - C. Apparent Motions of the Sun
 - D. Seasons
- II. Scientific Method
 - A. Science
 - B. Scientific Approach
 - C. Hypotheses
 - D. Testing and Proving
 - E. Theories and Models
 - F. Scientific Laws
 - G. Paradigms
 - H. Doing Science
- III. Scientific Revolution
 - A. Geocentric vs. Heliocentric Models
 - B. Key Figures in History
 - C. Kepler's Laws of Planetary Motion
 - D. Newton's Laws of Motion and Gravity
- IV. Lunar Phases and Eclipses
 - A. Celestial Motions
 - B. Phases of the Moon
 - C. Eclipses
 - D. Solar Eclipses
 - E. Lunar Eclipses
 - F. Eclipse Seasons
- V. Star Formation
 - A. The ISM
 - B. Molecular Clouds
 - C. Self Gravity

- D. Overall Picture of Star Formation
- E. Protostar HR Diagram
- F. Slow Contraction
- G. The Influence of Mass
- H. Triggers of Star Formation
- I. Theory vs. Observations
- VI. Stellar Evolution
 - A. Stellar Lifetimes
 - B. Main Sequence to Giants
 - C. Red Giants
 - D. Cepheid Variables
- VII. Supernovae
 - A. Advanced Nuclear Burning
 - B. Nuclear Processes
 - C. Core Collapse
 - D. Degenerate Neutrons
 - E. Supernova
 - F. Nucleosynthesis
 - G. Types of Supernovae
- VIII. White Dwarfs
 - A. Envelope Ejection
 - B. Planetary Nebulae
 - C. Chandrasekhar Limit
- IX. Neutron Stars
 - A. Evolution in Binary Systems
 - B. Pulsars
 - C. Observed Masses
 - D. Evolution
 - E. X-ray Binaries
- X. Black Holes
 - A. Stellar Evolution of Massive Stars
 - B. Surface Gravity
 - C. Looking for Black Holes
 - D. Views of Space
 - E. Event Horizon
- XI. Telescopes
 - A. Optical Telescopes
 - B. Why Telescopes?
 - C. Space Astronomy
- XII. Spectra
 - A. Atoms
 - B. Spectral Line Formation
 - C. Kirchhoff's Laws
 - D. Doppler Shifts
- XIII. Temperatures and Abundances
 - A. Actual Planck Curves
 - B. Photospheric Temperatures
 - C. Spectral Classes
 - D. Abundances
- XIV. Distances to Stars
 - A. Apparent Magnitudes
 - B. Parallax
 - C. Inverse Square Law
 - D. Absolute Magnitudes
 - E. Luminosities
 - F. Stellar Lineup
- XV. Distance Scale

- A. The General Technique
- B. Hubble's Law
- XVI. Masses of Stars
 - A. Periods and Velocities
 - B. Kepler's Law
 - C. Relative Orbits
 - D. Center of Mass
 - E. Mass Calculation
 - F. Binary Systems
 - G. Mass-Luminosity Relation
 - H. Characteristics of Stars
- XVII. The HR Diagram
 - A. Distribution on the HR Diagram
 - B. The Main Sequence
 - C. Radii of Stars
 - D. Radii Calculation
- XVIII. The Milky Way Galaxy
 - A. The Overall Picture
 - B. Spiral Structure
 - C. Evolution of the MWG
 - D. The Mass of the MWG
- XIX. Galaxies
 - A. The Island Universe Debate
 - B. Classification of Galaxies
 - C. Radio Galaxies
 - D. Quasars
 - E. cD Galaxies
- XX. The Age of the Universe
 - A. The Hubble Flow
 - B. Expansion Age
 - C. The Hubble Constant
- XXI. Cosmic Background Radiation
 - A. Significance of the CBR
 - B. Temperatures in the Universe
- XXII. The Early Universe
 - A. Weak Force Reactions
 - B. Strong Force Reactions
 - C. Hydrogen and Helium Abundances
 - D. Brief History of the Universe
- XXIII. Cosmology
 - A. Expansion
 - B. Density Parameter
 - C. Inflation: The Idea
 - D. Forces in Nature
 - E. Inflation: The Cause
 - F. Creation
 - G. History of the Universe

ASTRONOMY 201: Introduction to Astronomy Syllabus for Fall 2006

Instructor Information:

Dr. Jeannette M. Myers	Office: LSF L103F
Phone: (843) 661-1441 and (843) 661-1381	Email:
JMyers@fmarion.edu	
Observatory Star Line: (843) 661-1355	
Office Hours: 9:00 – 10:00 a.m. MWF; or by appointment	

Texts:

Comins, N. and Kaufmann, W. *Discovering the Universe*, 7th Ed. New York: W. H. Freeman and Company, 2005.

Myers, J. *Astronomy Laboratory Manual*, 2006.

Content: A survey of astronomy, including historical observations and star maps; celestial motions of the sun, moon, planets and stars; electromagnetic radiation, including radiation laws and spectral classification; astronomical instruments and methods; the stars, including formation, evolution, properties, and types of stars; the universe, including the Milky Way Galaxy, other galaxies, theories of formation and evolution. The laboratory section for the class will include work at night in the FMU Observatory.

Grading: Your final grade will be based on your 3 in class test grades, laboratory grade, final exam, and any extra credit you do. The breakdown is given below:

3 In Class Tests	60 %
Laboratory Grade	20 %
Final Exam	20 %
	100 %

Final Letter Grades will be determined by using the following table:

A (minimum requirement) 90%
B+ (minimum requirement) 83%
B (minimum requirement) 79%
C+ (minimum requirement) 72%
C (minimum requirement) 68%
D+ (minimum requirement) 60%
D (minimum requirement) 57%
F (minimum requirement) 0%

Letter grades will be assigned based on total class percentage. If at any time you would like an assessment of your standing in the class, your blackboard account will contain your grades on all laboratories, homework and laboratory assignments, and extra credit. Midterm grades will be made available online for those wishing to check their progress in the class.

Assignments: Several assignments will be given throughout the semester with firm deadlines posted on each one. These are to be done outside of class on your own. Work in groups will only be allowed in the laboratory sessions.

Observing: We will make use of the observatory during the semester for at least one laboratory session. You will be expected to dress appropriately for the weather. Any student dressed inappropriately will be sent home. High-heeled shoes will not be allowed under any circumstances. There are no public facilities at the Observatory, so bring your own drinks or snacks. The closest restrooms are located behind the Baseball stands and there is no telephone or Internet access at the observatory. For night observing, you will want to bring a flashlight (and even bug spray). Parking is available at the Observatory provided the ground is not water logged. I will announce in class if you will be permitted to park by the Observatory or not. Any student arriving after the designated start of lab will be required to park in Lot D and walk to the Observatory. Those on the Observatory Deck will not appreciate car lights, and use of high beams will result in your being asked to leave the area.

Test and Exam Policy: All tests and the final exam are closed note/book. No crib sheets or note cards will be allowed. Any student caught using such materials during the test or exam will have their test/exam confiscated and will automatically receive a failing grade in the Astronomy 201 course. Formal charges will be filed according to the policy outlined in your student handbook.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE

Department/School: Astronomy Date: September 22, 2005

Course No.: 202 Title: Voyage through the Solar System

Semester hours: 4 **Clock hours:** Lecture: 3 Laboratory: 3

Prerequisites: Eligibility to take Math 111 or Math 121

Enrollment expectation: 48

Indicate any course for which this course is a (an)

Modification: _____
(proposed change in course title, course description, course content or method of instruction)

Substitute: _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate: _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Jeannette M. Myers

Department Chairperson's Signature: _____

Provost's Signature: _____

Date of Implementation: Spring 2007

Date of Department approval: September 21, 2005

Catalog description: 202 Voyage through the Solar System (4:3-3) (Prerequisite: Eligibility to take Math 111 or Math 121) AS, SU. A survey of our Solar System, including formation models, orbital properties, and motions of its members; planetary features; asteroids, comets and meteors; comparisons of terrestrial to jovian planets; planetary atmospheres. The laboratory section for the class will include work at night in the FMU Observatory.

Purpose:

1. For whom?

This course is specifically for students interested in learning specifically about the solar system and the objects contained within. The topics covered in this class will allow it to complete the general education requirement in Natural Sciences for the B.S. degree. ASTR 202 taken along with ASTR 201 and 203 completes a collateral in astronomy. This will be beneficial for

students in the physics program interested in continued study in the field of physics or astronomy at the graduate level. Enrollment will also be encouraged for those in the education program who are interested in teaching science (especially at the middle school level).

2. What should the course do for the student?

Completion of this course will give students a greater knowledge of the solar system we live in, including an understanding of the star we call our Sun and details about each of the planets, moons and other minor bodies. Through the laboratory component, the student will gain experience using a variety of telescopes at the FMU Observatory as well as experience using the latest software to simulate the day and night sky.

Teaching method planned:

5. Class Lectures (36 in total)
 - a. Three lectures per week
 - b. Topics are outlined below
6. Laboratory Sessions (12 in total)
 - a. Computer based labs
 - b. Observational labs
 - c. Hands-on experiment labs
7. Written Assignments
 - a. Nine homework projects
8. Final Exam
 - a. Cumulative Final

The following describes the use of the 41 Class Days:

36	Days of full class lecture
3	In class test days
1	Bonus test/Class Survey day
2	Exam Review

Class lectures are divided into three sections to group relevant material together. After the completion of a section, an in class test is given which covers material for that section only. Laboratory classes highlight the material for each section and provide another source of material for the student's study.

Textbook and other materials to be used:

8. Franknoi, A., Morrison, D., & Wolff, S. *Voyages to the Planets*, 3rd Ed. Belmont: Brooks/Cole – Thomson Learning, 2004.
9. Myers, J. *Astronomy Laboratory Manual*, 2006.
10. Starry Night Pro (software)

11. NASA: 50 Years of Space Exploration (DVD)
12. National Geographic's *Asteroids: Deadly Impact* (DVD)
13. Dooley Planetarium
 - a. Lecture Room
 - b. Alternate Laboratory Room
14. FMU Observatory
 - a. 14-inch Schmidt-Cassegrain
 - b. 8-inch Schmidt-Cassegrain (3)
 - c. 12-inch Dobsonian
 - d. 8-inch Schmidt-Newtonian
 - e. 5-inch Refractor
15. MSB 116, Computational Physics Laboratory
16. MSB 119, Physics Laboratory

Course Content:

The course will cover (but not be limited to) the following outline of topics:

- XXIV. The Sun
 - A. Granulation
 - B. Sunspots
 - C. Solar Flares
 - D. Interior Structure
 - E. Energy Generation
- XXV. Overview of the Planets
 - A. Terrestrial vs. Jovian
 - B. Structure of Earth
 - C. Atmospheric Structure
 - D. Structure of Jupiter
 - E. Surface Features
 - F. Earth's Age
 - G. RADAR Mapping
 - H. The Space Program
 1. U.S.A.
 2. Soviet Program
 3. European Space Agency
 4. Other Countries
- XXVI. Moon
 - A. Geological Comparison of Earth and Moon
 - B. Surface Features
 - C. Apollo Space Program
 - D. Types of Lunar Rocks
 - E. Types of Craters
 - F. Age of the Surface
 - G. Geological History
 - H. Origin of the Moon
- XXVII. Mercury
 - A. Surface Features
 - B. Global Shrinkage of Mercury
 - C. Ages of Surface Features
 - D. Interior Structure
 - E. Geological History
 - F. Exploration of Mercury

- XXVIII. Venus
 - A. Atmosphere
 - B. The Surface of Venus
 - C. Interior Structure
 - D. Exploration of Venus
 - 1. Surface
 - 2. Orbiting Space Probes
- XXIX. Mars
 - A. Atmosphere
 - B. Surface Features
 - C. Interior Structure
 - D. Water on Mars
 - E. Exploration of Mars
 - 1. Viking Missions
 - 2. Mars Pathfinder Mission
 - 3. Mars Exploration Rover Missions
 - 4. Failed Missions
 - 5. Orbiting Space Probes
 - 6. Future Missions
- XXX. Jovian Planets
 - A. Rotations and Tilts
 - B. Colors
 - C. Atmospheric Bands
 - D. Storm Systems
 - E. Interior Structures
- XXXI. Jovian Moons
 - A. Jovian Satellite System
 - B. Moons of Saturn
 - C. Moons of Uranus and Neptune
 - D. Composition of Moons
 - E. Types
- XXXII. Planetary Ring Systems
 - A. Rings of Saturn
 - B. Jovian Rings
 - C. Shepherding Moons
 - D. Gravitational Resonance
 - E. Roche Limit
 - F. Formation of Rings
- XXXIII. Pluto and Charon
 - A. Origin of System
 - B. Ice Dwarfs
 - C. Early Solar System
- XXXIV. Comets
 - A. Nucleus
 - B. Dirty Snowball Model
 - C. Tails and Clouds
 - D. Historical Comets
- XXXV. Asteroids and Meteorites
 - A. Kirkwood Gaps
 - B. Sizes of Asteroids
 - C. Classification of Asteroids
 - D. Classification of Meteorites
 - E. Ages of Meteorites
 - F. Origin of Meteorites
 - G. Impact Hazard
- XXXVI. Formation of the Solar System

- A. Star Formation
- B. Characteristics of the Planets
- C. Chemistry in the Solar Nebula
- D. Planetary Accretion

ASTRONOMY 202: Voyage through the Solar System Syllabus for Spring 2007

Instructor Information:

Dr. Jeannette M. Myers

Phone: (843) 661-1441 and (843) 661-1381

JMyers@fmarion.edu

Observatory Star Line: (843) 661-1355

Office Hours: 9:00 – 10:00 a.m. MWF; or by appointment

Office: LSF L103F

Email:

Texts:

Franknoi, A., Morrison, D., & Wolff, S. *Voyages to the Planets*, 3rd Ed. Belmont:

Brooks/Cole – Thomson Learning, 2004.

Myers, J. *Astronomy Laboratory Manual*, 2006.

Content: A survey of our Solar System, including formation models, orbital properties, and motions of its members; planetary features; asteroids, comets and meteors; comparisons of terrestrial to jovian planets; planetary atmospheres. The laboratory section for the class will include work at night in the FMU Observatory.

Grading: Your final grade will be based on your 3 in class test grades, laboratory grade, final exam, and any extra credit you do. The breakdown is given below:

3 In Class Tests	60 %
Laboratory Grade	20 %
Final Exam	20 %
	100 %

Final Letter Grades will be determined by using the following table:

A (minimum requirement) 90%
B+ (minimum requirement) 83%
B (minimum requirement) 79%
C+ (minimum requirement) 72%
C (minimum requirement) 68%
D+ (minimum requirement) 60%
D (minimum requirement) 57%
F (minimum requirement) 0%

Letter grades will be assigned based on total class percentage. If at any time you would like an assessment of your standing in the class, your blackboard account will contain your grades on all laboratories, homework and laboratory assignments, and extra credit. Midterm grades will be made available online for those wishing to check their progress in the class.

Assignments: Several assignments will be given throughout the semester with firm deadlines posted on each one. These are to be done outside of class on your own. Work in groups will only be allowed in the laboratory sessions.

Observing: We will make use of the observatory during the semester for at least 1 laboratory session. You will be expected to dress appropriately for the weather. Any student dressed inappropriately will be sent home. High-heeled shoes will not be allowed under any circumstances. There are no public facilities at the Observatory, so bring your own drinks or snacks. The closest restrooms are located behind the Baseball stands and there is no telephone or Internet access at the observatory. For night observing, you will want to bring a flashlight (and even bug spray). Parking is available at the Observatory provided the ground is not water logged. I will announce in class if you will be permitted to park by the Observatory or not. Any student arriving after the designated start of lab will be required to park in Lot D and walk to the Observatory. Those on the Observatory Deck will not appreciate car lights, and use of high beams will result in your being asked to leave the area.

Test and Exam Policy: All tests and the final exam are closed note/book. No crib sheets or note cards will be allowed. Any student caught using such materials during the test or exam will have their test/exam confiscated and will automatically receive a failing grade in the Astronomy 202 course. Formal charges will be filed according to the policy outlined in your student handbook.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE

Department/School: Astronomy Date: September 22, 2005

Course No.: 203 Title: Observational Astronomy

Semester hours: 4 Clock hours: Lecture: 2 Laboratory: 6

Prerequisites: Astronomy 201

Enrollment expectation: 10 (maximum due to equipment issues)

Indicate any course for which this course is a (an)

Modification: _____
(proposed change in course title, course description, course content or method of instruction)

Substitute: _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

Alternate: _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Jeannette M. Myers

Department Chairperson's Signature: _____

Provost's Signature: _____

Date of Implementation: Spring 2008

Date of Department approval: September 21, 2005

Catalog description: Observational Astronomy (4:2-6) (Prerequisite: 201) AS. Introduction to observational astronomy, including telescope design and usage; star maps; constellation figures, bright members and deep sky objects. Attendance will be required each week for at least one night observing session in the FMU Observatory.

Purpose:

1. For whom?

This course is specifically for students interested in learning about the night sky and how to identify the stars and constellations. The structure of the course is such that it is a hands-on class with the students having the ability to learn to use four different styles of telescopes currently available in the market. This course along with ASTR 201 and 202 completes a collateral in astronomy. This will be beneficial for students

in the physics program interested in continued study in the field of physics or astronomy at the graduate level. Enrollment will also be encouraged for those in the education program who are interested in teaching science (especially at the middle school level) and our non-traditional students.

2. What should the course do for the student?

Completion of this course will see students with a greater knowledge of the night sky, including names of the bright stars, constellations and their meanings, and other deep sky objects. This course gives students a hands-on course in astronomy. The students will be exposed to four different styles of telescopes currently available in the market to amateur astronomers and will learn the proper care and handling of these instruments.

Teaching method planned:

9. Class Lectures (24 in total)
 - a. Two lectures per week
 - b. Topics are outlined below
10. Evening Observing Sessions/Laboratories
 - a. Two semester long observing projects
 - b. Laboratories designed to illustrate
 - i. Telescope properties
 - ii. Observational Software and Resources
11. Quizzes
 - a. Four quizzes given in class
 - i. Constellation Groups
 - ii. Lecture Topics
12. Written Assignments
 - a. Four homework projects
13. Observing Assignments
 - a. Two semester long observing projects
 - i. Binary Star Systems
 - ii. Deep Sky Objects
 - b. Required for Letter Grade Assignment
14. Final Exam
 - a. Cumulative Final

Textbook and other materials/locations to be used:

17. Dickinson, T., Constanzo, V., and Chaple, G. *MAG 6 Star Atlas*. Tonawanda: Edmund Scientifics, 2000.
18. Star & Planet Locator (Edmund Scientific)
19. Starry Night Pro (software)
20. MSB 116, Computational Physics Laboratory
21. MSB 118, Physics Laboratory

22. FMU Observatory

- a. 14-inch Schmidt-Cassegrain
- b. 8-inch Schmidt-Cassegrain (3)
- c. 12-inch Dobsonian
- d. 8-inch Schmidt-Newtonian
- e. 5-inch Refractor

Course Content:

The course will cover (but not be limited to) the following outline of topics:

- XXXVII. Night Sky Appearance
- A. Earth
 1. North Pole, South Pole, Equator, Prime Meridian
 2. Directions on Earth
 3. Terrestrial Coordinates
 - a) Longitude
 - b) Latitude
 - B. Celestial Sphere
 1. NCP, SCP, Celestial Equator
 2. Directions in the Sky
 3. Zenith, Nadir, Horizon
 4. Horizon Coordinates
 - a) Altitude
 - b) Azimuth
 - C. Rotation Effects
 1. Diurnal Motion
 2. Star Trails
 - a) Latitude Variations
 - b) Directional Variations
 3. Equatorial Coordinates
 - a) Right Ascension
 - b) Declination
 - D. Revolution Effects
 1. Ecliptic
 - a) Vernal Equinox
 - b) Summer Solstice
 - c) Autumnal Equinox
 - d) Winter Solstice
 2. Zodiac
 3. Precession
 - E. Star Charts
 1. Coordinates
 2. Hour Circles
 3. Diurnal Circles
 4. Star Names
 5. Star Wheel
- XXXVIII. Telescopes
- A. Telescope Mounts
 1. Alt-Az
 2. Equatorial
 - a) Polar Axis
 - b) Dec Axis
 - B. Time

1. Hour Angle
2. Solar Time
 - a) Standard Time
 - b) Daylight Time
 - c) Universal Time
3. Sidereal Time
 - a) Calculation
 - b) Estimation
 - c) Star Wheel
 - d) Setting Circles
- C. Telescope Optics
 1. Lenses
 - a) Converging
 - b) Diverging
 2. Mirrors
 - a) Concave
 - b) Convex
 3. Objective
 4. Eyepiece
 - a) Filter Usage
- D. Telescope Powers
 1. Light-gathering Power
 2. Magnifying Power
 3. Resolving Power
 - a) Dawes Limit
- E. Telescope/Camera Properties
 1. Aperture
 2. Focal Length
 3. Photographic Speed
 4. Lens Specifications
 5. Telescope Specifications
- F. Astrophotography
 1. Shutter Speed
 2. f-stop
 3. Film Speed
 4. Image Size
 5. Star Trails
- G. Telescope Applications
 1. Effects of Focal Length (f) & Aperture (D) on Viewing
 2. Focal Length Modifiers
- H. Telescope Designs
 1. Newtonian
 2. Cassegrain
 3. Refractor
 4. Schmidt-Cassegrain
- XXXIX. Observing the Moon
 - A. Phases
 1. Rise/Set Times
 2. Rise/Set Directions
 - B. Position in the Zodiac
 - C. Lunar Photography
 - D. Identification of Surface Features
 1. Maria
 2. Highlands
 3. Craters
 4. Landing Sites

XL. Observing the Planets

- A. Configurations of Inferior Planets
 - 1. Inferior Conjunction
 - 2. Superior Conjunction
 - 3. Greatest Eastern Elongation
 - 4. Greatest Western Elongation
- B. Configurations of Superior Planets
 - 1. Conjunction
 - 2. Opposition
 - 3. Eastern Quadrature
 - 4. Western Quadrature
- C. Synodic Periods
- D. Ecliptic Coordinates
 - 1. Celestial Longitude
 - 2. Celestial Latitude
- E. Position in the Zodiac
- F. Graphic Time Tables
- G. Planet Photography

XLI. Constellations

- A. Characteristics
 - 1. Name
 - a) Meaning
 - b) Historical Background
 - 2. Standard Abbreviation
 - 3. Bright Stars
 - a) Names and Meanings
 - b) Order of Brightness
 - 4. Pattern
 - 5. Deep Sky Objects
- B. Constellation Groups
 - 1. Spring Constellations
 - 2. Summer Constellations
 - 3. Autumnal Constellations
 - 4. Winter Constellations
- C. Global Constellation Map

ASTRONOMY 203: Observational Astronomy Syllabus for Spring 2008

Instructor Information:

Dr. Jeannette M. Myers
 Phone: (843) 661-1441 and (843) 661-1381
 Observatory Star Line: (843) 661-1355
 Office Hours: 9:00 – 10:00 a.m. MWF; or by appointment

Office: LSF L103F

Email: JMyers@fmarion.edu

Texts and Other Materials:

Dickinson, T., Constanzo, V., and Chaple, G. *MAG 6 Star Atlas*. Tonawanda: Edmund Scientifics, 2000.

Star & Planet Locator (Edmund Scientific)

Content: Introduction to observational astronomy, including telescope design and usage; star maps; constellation figures, bright members and deep sky objects. Attendance will be required each week for at least one night observing session in the FMU Observatory.

Grading: The grading will be on a point system, with the following point values assigned:

Observing Assignments	90 points
Written Assignments	60 points
Laboratories	50 points
Quizzes	150 points
Final Exam	150 points
	500 points

Final Letter Grades will be determined by using the following table:

A (minimum requirement) about **410** points (82%) AND at least **40** observing points
B+ (minimum requirement) about **383** points (77%) AND at least **32** observing points
B (minimum requirement) about **370** points (74%) AND at least **25** observing points
C+ (minimum requirement) about **343** points (69%) AND at least **17** observing points
C (minimum requirement) about **330** points (66%) AND at least **10** observing points
D+ (minimum requirement) about **303** points (61%) AND at least **2** observing points
D (minimum requirement) about **285** points (57%) AND at least **0** observing points
F (minimum requirement) about **0** points (0%) AND at least **0** observing points

Letter grades will be assigned based on your total point distribution. If at any time you would like an assessment of your standing in the class, your blackboard account will contain an updated point total.

Assignments: Several assignments will be given throughout the semester. Two will be long term observing projects that will be completed at the FMU Observatory. These observing

projects will be required for the assignment of letter grades as outlined above and are individual projects. Additional laboratories will be conducted to help illustrate topics covered in the class lecture as well as to demonstrate the available astronomy software for the amateur. Written assignments will be handed out as well, with firm deadlines posted on each one. These are to be done outside of class on your own. Work in groups will only be allowed in the additional laboratories.

Quizzes: Four quizzes will be given during the semester. Each quiz will cover a particular set of constellations and lecture topics. They will be given in class as a means of assessing your knowledge of the night sky. For each constellation, you should be familiar with:

- Name and Abbreviation
- Appearance and Shape
- Position in the Sky
- Bright Star Names (and meanings)
- Deep Sky Objects

Observing: This is a four-credit course with only two lecture times each week. The other scheduled class times will be at the FMU Observatory or alternate location. The first weeks of the semester will be using the alternate locations as we wait for the weather to warm to above freezing conditions at night. You will be required to attend at least one observing session per week. Observing sessions will be held MTWTh (and possibly F and Sa) as the weather permits. Clear nights cannot be predicted far into the future and all possible observing sessions should be taken advantage of to ensure enough observing points have been obtained.

You will be expected to dress appropriately for the weather. Any student dressed inappropriately will be sent home. High-heeled shoes will not be allowed under any circumstances. There are no public facilities at the Observatory, so bring your own drinks or snacks. The closest restrooms are located behind the Baseball stands and there is no telephone or Internet access at the observatory. For night observing, you will want to bring a flashlight (and even bug spray). Parking is available at the Observatory provided the ground is not water logged. I will announce in class if you will be permitted to park by the Observatory or not. Any student arriving after the designated start of lab will be required to park in Lot D and walk to the Observatory. Those on the Observatory Deck will not appreciate car lights, and use of high beams will result in your being asked to leave the area.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Psychology and Sociology Date 9/21/05

Course No. or level 306 Title Modern Social Problems

Semester hours 3 Clock hours: Lecture yes Laboratory no

Prerequisites SOC 201 Principles of Sociology

Enrollment expectation 25 per section, with 2 sections usually

Indicate any course for which this course is a (an)

Modification Proposed change in course's catalog description

(proposed change in course title, course description, course content or method of instruction)

substitute _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa A. Eargle

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2006

Date of School/Department approval 9/22/05

Catalog description:

MODIFY the course description of Sociology 306, Modern Social Problems **FROM:**

Critical review of problems resulting from social inequality (distribution of wealth, racial and ethnic relations, sexism, health care), violations of social norms (substance abuse, violence, property crime), social change (population growth, food, urbanization, environment).

TO:

Critical review of problems resulting from social inequality (distribution of wealth, racial and ethnic relations, gender relations, sexism, health care), violations of social norms (substance abuse, violence, property crime), social change (population growth, food, urbanization, environment).

Purpose: 1. For Whom (generally?)

This course is designed for students who want to develop a better understanding of major social issues facing the US and the world, including issues of poverty, race/ethnicity, class, and gender, and for those possibly pursuing careers in the social and human services.

2. What should the course do for the student?

This course (a) addresses how social problems are defined, created, and managed by society and its institutions; (b) demonstrates how social problems are dynamic (changing) phenomena; (c) shows how social problems differentially impact racial/ethnic, class, gender, sexual orientation, age, and nationality groups; (d) demonstrate how to design a research study of a social problem; (e) further develop and apply research skills that students have obtained from previous research courses; and (f) further develop students' oral communication (presentation) skills

Teaching method planned: Lecture and discussion; student projects and presentations

Textbook and/or materials planned (including electronic/multimedia):

Eitzen, Stanley and Maxine Baca Zinn. Social Problems

Course Content:

Sociological approach to social problems

Trends in, explanations for, implications of, and policies regarding:

Wealth and power: bias of the system

World population and global inequality

Threats to the environment

Demographic changes in the US: Browning and Graying of society

Urban problems in the US

Poverty

Racial and ethnic inequality

Gender inequality

Sexual Orientation inequality

Disability and ableism

Substance abuse

Crime and justice

Work

Families

Health care

National security

How to conduct research on social problems

Data and scholarly sources of information on social problems

SOCI 306: Social Problems

Spring 2007

Instructor: Dr. L.A. Eargle
Office: 240 FH
Office Hours: M - F 10:00 - 11:20
Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

Textbooks

Eitzen, Stanley and Maxine Baca Zinn. Social Problems.

Other materials will be handed out in class as needed.

Course Prerequisites

A passing grade in SOCI 201.

Course Description

Using a conflict perspective, this course examines how society defines what is a social problem and the problems that occur. In particular, this course will focus upon issues of inequality (poverty, political power, environmental quality, and personal safety) and discrimination (by race/ethnicity, gender, age, sexual orientation, and disability). Explanations for these problems and their possible solutions will also be discussed.

Warning: At times, this course will address sensitive and controversial topics. Anyone engaging in behavior inappropriate to a classroom setting will be asked to leave or else be escorted from the classroom by campus security. Inappropriate behavior includes hateful and disparaging remarks.

The course format will be a combination of lecture and discussion, with several in-class written examinations, presentations, and a research project.

Course Objectives

This course makes several contributions to the Sociology and the Gender Studies (forthcoming) programs. The goals of this course are to:

1. Address how social problems are defined, created, and managed by society and its institutions
2. Demonstrate how social problems are dynamic (changing) phenomena
3. Highlight how social problems differentially impact racial/ethnic, class, gender, sexual orientation, age, and nationality groups
4. Demonstrate how to design a research study of a social problem
5. Further develop and apply research skills that students have obtained from previous research courses
6. Further develop students' oral communication (presentation) skills

Course Assignments

During the semester, 4 exams, a project, and presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

Exams:

There will be 4 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be noncumulative and will consist of 20 multiple choice and 3 essay questions. In the class meeting prior to each exam, a review sheet will be handed out and any questions regarding the material on that sheet will be addressed.

The review sheet will contain 10 – 12 potential essay and 20 – 30 potential multiple choice items. You are responsible for knowing ALL of those items . You will NOT be allowed to choose which questions you will have to answer on the exam. Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive. Also, exam questions are changed from semester to semester.

Make-up exams will be given for Exams 1 - 3, for those individuals providing official written documentation (obituary, doctor's note, etc.) demonstrating the necessity of missing the exam. All make-up exams must be taken on April 23 (Reading Day), between 10 am and 2 pm. Otherwise, a grade of zero will be assigned to the missed exam(s). Per University regulations, there will be no make-up exams given for the final exam.

Exam grades will NOT be dropped or curved. Do NOT count on extra credit work being

assigned to improve your exam scores. Grades of Incomplete will NOT be assigned. Each exam is worth 18 percent of your final grade, with all 4 exams together counting for 72 percent of the final course grade.

Project:

Each student will be required to conduct, separately, an original research project of his/her own. (No group work.) This project has 7 parts to it: (1) a hypothesis/research question; (2) an introduction; (3) a literature review/theory section; (4) data, methods, and analysis discussion; (5) results/findings component; (6) interpretation of results; and (7) conclusion section. This information will then be used to give a poster presentation and a 10 minute talk to the class about your research. The breakdown of project points are as follows:

hypothesis/research question	= 5 points
introduction paragraph	= 3 points
literature review/theory	= 20 points
data/methods/analysis discussion	= 20 points
results section	= 20 points
interpretation of results	= 15 points
conclusion	= 3 points
poster appearance	= 5 points
presentation	= 9 points

TOTAL	= 100 points, for 28% of course grade

Project topics/hypotheses must be submitted to me for approval by February 15. If I have not approved your project topic, you will NOT receive any credit for your project. The project will count for 28 percent of your final grade and **the project is due on April 10 during class time.** (I will store the posters until a person's presentation day). Late projects will NOT be accepted.

Below is a diagram demonstrating how to assemble the project's poster, with a brief description of each Project item/piece.

Poster Board Layout

Introduction – 1 paragraph	Topic/Research Question	Interpretation of Findings— ½ to 1 page
Literature Review – 1 to 3 pages	Findings – ½ to 2 pages (output from SPSS)	Conclusion –

Data and Methods – 1 page (maybe another if using questionnaire)		½ to 1 page
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Description of project parts

Introduction – names topic, provides justification for study

Literature Review – contains major theories used to explain topic and major findings of previous research, as well as hypotheses

Data and Methods – names the data source, sample, variables used (including designation of dependent and independent variables), variable measurement or operationalization, and statistical technique to be used

Findings – contain all pertinent statistical results from analyses

Interpretation of Findings – provide explanation of what the results show, both statistically and in terms of hypotheses support/lack of support

Conclusion – overall summary and limitations of study and directions for future research

Place list of references (at least 10) on the back of the poster board

For the literature review, you should follow the format of the American Sociological Association (see “ASA Style Guide” portion of this syllabus) for citations and references. The review should be typed using margins of 1.25 inches, with a font size no larger than 12, and should be 1 to 3 pages long. You should use and cite at least 10 references. **Posters lacking citations and a reference page will automatically lose 20 points.** You can use information from the Internet for your project, but do NOT use encyclopedias or dictionaries as your references.

The project’s sample size should be at least 45 cases (such as 46 counties in SC, 50 states in US, 75 cities across the US, or 50 individuals surveyed) and you should perform a multivariate analysis (5 or more variables) on the data (such as regression or multilevel crosstabs or multiple t-tests of means). **Posters displaying only graphs or having less than 45 cases in the sample will automatically lose 35 points.** Results for all analyses

performed should be included on the poster.

Posters not clearly naming the data source, sample, variables used, and/or analysis performed in the Data/Methods section will also lose major points.

It is your responsibility to ensure all pertinent/required information is included and clearly labeled on your poster. I will not play “mental gymnastics” to figure out what you did for your project, nor inquire why something is missing from the poster. I will just deduct the points if something is missing or unclear.

I have allocated class meetings to show how to do research, such as picking a topic, looking for data, and how to do data analyses using SPSS (See “Tentative Course Schedule” for dates). It is your responsibility, however, to seek additional help from me if you have questions about what/how to do parts of the project.

Poster boards (the 3 piece, fold-out, cardboard type) are available at Walmart SuperCenters, Office Depot, Office Max, and Staples for less than \$12. **Do not wait until the last minute to purchase your board** because the public schools also use these for science fair projects. **Power Point presentations, written papers, or other means of display will NOT be accepted as substitutes for the poster board.**

4 Additional Warnings!!!!

DO NOT WAIT UNTIL NOVEMBER TO BEGIN WORKING – YOU WILL BE OVERWHELMED, PRODUCE JUNK, AND EARN A GRADE OF “F.”

DO NOT PLAGIARIZE (STEAL) SOMEONE ELSE’S RESEARCH (off of an Internet site, out of a journal, etc.) because I will give you a ZERO for the project.

NO DOUBLE SUBMISSIONS ARE ALLOWED (you can’t use the same exact project for this and another class, whether in poster or paper format.). Those “doubly submitting” work will receive a grade of ZERO for the project.

PROJECTS WITHOUT HSRB APPROVAL WILL RECEIVE A ZERO. For those who wish to use data collected from obtrusive methods (survey, interview, or observation), you will need to seek Human Subjects Review Board approval. (HSRB wants to make sure that your research will not cause harm to anyone involved, including yourself –i.e. lawsuit protection.) HSRB proposals are reviewed a couple of times a semester, but don’t assume you can obtain approval on short-notice. This applies only to projects using observational or survey data collection methods (and not to those using secondary data and/or content analysis).

Presentation:

Near the end of the semester, each researcher will produce a poster for display that summarizes the topic, literature, data collection method, and findings of their research. Each

person will also give a 10 minute presentation to the class on their research (you can use the poster as a prop, if you like) describing the topic, literature, etc. as well as the surprises (and of course, problems) you encountered while conducting the research. In other words, talk about your research as well as your experiences as a researcher.

A sign-up sheet of presentation dates will be circulated in class in late March/early April. There will be NO make-ups for the class presentation.

Attendance:

Attendance will be taken during each class meeting. It is your responsibility to make sure you sign the attendance sheet. For those students who miss *less* than 5 classes AND have an average course assignment grade of 60+, an extra half letter grade will be added to their final course grades (a B+ becomes an A).

Attendance, while not mandatory and your responsibility alone, has many benefits: higher exam scores, regular opportunities to ask for help on the project, being informed about what occurred in class, and a chance for me to mention it in employment and/or graduate school recommendation letters.

If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into the Registrar's office. To just simply stop attending class will NOT get you removed from the course's enrollment/grade list. This professor does NOT drop students from the course.

Course Grades

Final course grades will be based upon the weighted average of your exam, project, and presentation grades, as well as your class attendance. Final course letter grades will be assigned as follows:

A = 90 -100	B+ = 86 - 89	B = 80 - 85	C+ = 76 - 79
C = 70 - 75	D+ = 66 - 69	D = 60 - 65	F = 59 and less

Final course grades will not be curved. Grades of Incomplete will not be assigned (See Academic Calendar at <http://www.fmarion.edu> website or in Schedule of Courses for drop dates).

Tentative Course Schedule

Below is a tentative schedule of dates and the topics/readings covered that day in class.

Date	Topic
1/9	Syllabus
1/11	Sociological approach to social problems
1/16	Wealth and power: bias of the system
1/18	World population and global inequality
1/23	Threats to the environment
1/25	Demographic changes in the US: Browning and Graying of society
1/30	Review for Exam 1
2/1	Exam 1
2/6	Conducting research
2/8	Data sources and analysis
2/13	Urban problems in the US
2/15	Poverty
2/20	Racial and ethnic inequality
2/22	Gender inequality
2/27	Review for Exam 2
3/1	Exam 2
3/13	Sexual Orientation inequality
3/15	Disability and ableism; Substance abuse
3/20	Crime and justice
3/22	Work
3/27	Families
3/29	Review for Exam 3
4/3	Exam 3
4/5	Health care
4/10	National security; Project presentations
4/12	Project presentations
4/17	Project presentations
4/19	Project presentations; Review for Final Exam

TBA Final Exam

Sources/References for Course Lectures

Eitzen and Baca Zinn textbook

Various journal articles

Various web sites

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Psychology and Sociology Date 9/21/05

Course No. or level 331 Title Environment, Power, and Opportunity

Semester hours 3 Clock hours: Lecture yes Laboratory no

Prerequisites SOC 201 Principles of Sociology

Enrollment expectation 25 per section, with usually 2 sections

Indicate any course for which this course is a (an)

modification proposed change in course's catalog description
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa A. Eargle

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2006

Date of School/Department approval 9/22/05

Catalog description:

MODIFY the course description of Sociology 331, Environment, Power, and Opportunity **FROM:**

An introduction to the study of the relationship between human society and the physical environment, with an emphasis on the relationships among population growth, economic development, systems of inequality, and control and use of the natural environment. Local, regional, and global approaches will be used to understand environmental issues.

TO:

An introduction to the study of the relationship between human society and the physical environment, with an emphasis on the relationships among population growth, economic development, systems of inequality, and control and use of the natural environment. Local, regional, and global approaches will be used to understand environmental issues. An emphasis is placed on how environmental resources (kind, amount, and quality) varies by race/ethnicity, gender, class, and nationality and the different responses that these groups have to environmental problems/issues.

Purpose: 1. For Whom (generally?)

The course is designed for those students who have interests in the environment (whether it be career or volunteer work related) and issues of racism, gender and class discrimination, and economic development and growth.

2. What should the course do for the student?

The course will provide students with understandings of how perspectives toward the natural environment are socially constructed; how those perspectives shape interaction with the environment, what phenomena we define as environmental problems, and how we study those problems. The ways in which structured inequality, especially based upon racial/ethnic, gender, and social class differences, are manifested in the control and the use of the environment will be central concerns.

Teaching method planned: Lecture and discussion; student projects and presentations

Textbook and/or materials planned (including electronic/multimedia):

Harper, Charles L. 2001. Environment and Society: Human Perspectives on Environmental Issues

Frey, R. Scott. 2001. The Environment And Society Reader.

Course Content:

Environmental Thought and Theories

Beliefs about the environment

History of environmental sociology

Social theories about the society-environment relationship

Conducting Environmental Research

Research process and procedure

Environmental data sources and analysis

Resources: Distribution, Change, and Consequences

Food and water sources

Air and energy sources

Contaminant hazards, risks, and exposure

Consequences of exposure by race, class, gender, sexual orientation, age,
and nationality

Responses: Institutional, Organizational, Group, and Individual

Public opinion and attitudes by race, class, gender, education, age, and
political affiliation

Addressing environmental inequities: social movements by race, class,
gender, nationality

Changing economies

Changing politics

New technologies

Future Environmental Sustainability

Attaining goals for sustainable and equitable development

SOCI 331: Environment, Power and Opportunity

Spring 2006

Instructor: Dr. L.A. Eargle
 Office: 240 FH
 Office Hours: M - F 10:00 - 11:20
 Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

Textbooks

Harper, Charles L. 2001. Environment and Society: Human Perspectives on Environmental Issues

Frey, R. Scott. 2001. The Environment And Society Reader.

Other materials will be handed out in class as needed.

Course Prerequisites

A passing grade in SOCI 201.

Course Description

This course is an introduction to the study of environmental issues and problems. We will examine (1) the different viewpoints on what the environment is and how should be treated/used; (2) different theories on the society-environment relationship; (3) how to study environmental issues; (4) how the distribution of environmental resources and contaminants varies by social groups (race, class, gender, age, nationality); (5) how these groups have responded to environmental inequity/justice issues; and (6) the role of politics, economics, and technology in environmental decisions making and change.

The course format will be a combination of lecture and discussion, with several in-class written examinations, presentations, and a research project.

Course Objectives

This course makes several contributions to the Sociology and the Gender Studies (forthcoming) programs. The goals of this course are to:

Demonstrate the connections social processes, social relations, and the environment.
 Demonstrate the contributions of the three major perspectives in Sociology (Functionalist, Conflict, and Symbolic Interactionist) to studying and understanding environmental phenomena
 Highlight environmental inequities and impacts faced by different racial/ethnic, gender,

class, age, and nationality groups

4. Discuss attitudes of and responses by different racial/ethnic, gender, class, age, nationalities to environmental inequities

5. Demonstrate how the environment is a dynamic phenomenon.

6. Demonstrate how to design a research study of environmental phenomena.

7. Further develop and apply research skills that students have obtained from previous research courses.

8. Further develop students' oral communication (presentation) skills.

Course Assignments

During the semester, 4 exams, a project, and presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

Exams:

There will be 4 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be noncumulative and will consist of 20 multiple choice and 3 essay questions. In the class meeting prior to each exam, a review sheet will be handed out and any questions regarding the material on that sheet will be addressed.

The review sheet will contain 10 – 12 potential essay and 20 – 30 potential multiple choice items. You are responsible for knowing ALL of those items. You will NOT be allowed to choose which questions you will have to answer on the exam. Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive. Also, exam questions are changed from semester to semester.

Make-up exams will be given for Exams 1 - 3, for those individuals providing official written documentation (obituary, doctor's note, etc.) demonstrating the necessity of missing the exam. All make-up exams must be taken on April 25 (Reading Day), between 10 am and 2 pm. Otherwise, a grade of zero will be assigned to the missed exam(s). Per University regulations, there will be no make-up exams given for the final exam.

Exam grades will NOT be dropped or curved. Do NOT count on extra credit work being assigned to improve your exam scores. Grades of Incomplete will NOT be assigned. Each

exam is worth 18 percent of your final grade, with all 4 exams together counting for 72 percent of the final course grade.

Project:

Each student will be required to conduct, separately, an original research project of his/her own. (No group work.) This project has 7 parts to it: (1) a hypothesis/research question; (2) an introduction; (3) a literature review/theory section; (4) data, methods, and analysis discussion; (5) results/findings component; (6) interpretation of results; and (7) conclusion section. This information will then be used to give a poster presentation and a 10 minute talk to the class about your research. The breakdown of project points are as follows:

hypothesis/research question	= 5 points
introduction paragraph	= 3 points
literature review/theory	= 20 points
data/methods/analysis discussion	= 20 points
results section	= 20 points
interpretation of results	= 15 points
conclusion	= 3 points
poster appearance	= 5 points
presentation	= 9 points

TOTAL = 100 points, for 28% of course grade

Project topics/hypotheses must be submitted to me for approval by February 16. If I have not approved your project topic, you will NOT receive any credit for your project. The project will count for 28 percent of your final grade and **the project is due on April 11 during class time.** (I will store the posters until a person's presentation day). Late projects will NOT be accepted.

Below is a diagram demonstrating how to assemble the project's poster, with a brief description of each Project item/piece.

Poster Board Layout

Introduction – 1 paragraph	Topic/Research Question	Interpretation of Findings— ½ to 1 page
Literature Review – 1 to 3 pages	Findings – ½ to 2 pages (output from SPSS)	Conclusion – ½ to 1 page
Data and Methods – 1 page (maybe another if		

using questionnaire)		
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Description of project parts

Introduction – names topic, provides justification for study

Literature Review – contains major theories used to explain topic and major findings of previous research, as well as hypotheses

Data and Methods – names the data source, sample, variables used (including designation of dependent and independent variables), variable measurement or operationalization, and statistical technique to be used

Findings – contain all pertinent statistical results from analyses

Interpretation of Findings – provide explanation of what the results show, both statistically and in terms of hypotheses support/lack of support

Conclusion – overall summary and limitations of study and directions for future research

Place list of references (at least 10) on the back of the poster board

For the literature review, you should follow the format of the American Sociological Association (see “ASA Style Guide” portion of this syllabus) for citations and references. The review should be typed using margins of 1.25 inches, with a font size no larger than 12, and should be 1 to 3 pages long. You should use and cite at least 10 references. **Posters lacking citations and a reference page will automatically lose 20 points.** You can use information from the Internet for your project, but do NOT use encyclopedias or dictionaries as your references.

The project’s sample size should be at least 45 cases (such as 46 counties in SC, 50 states in US, 75 cities across the US, or 50 individuals surveyed) and you should perform a multivariate analysis (5 or more variables) on the data (such as regression or multilevel crosstabs or multiple t-tests of means). **Posters displaying only graphs or having less than 45 cases in the sample will automatically lose 35 points.** Results for all analyses performed should be included on the poster.

Posters not clearly naming the data source, sample, variables used, and/or analysis performed in the Data/Methods section will also lose major points. It is your responsibility to ensure all pertinent/required information is included and clearly labeled on your poster. I will not play “mental gymnastics” to figure out what you did for your project, nor inquire why something is missing from the poster. I will just deduct the points if something is missing or unclear.

I have allocated class meetings to show how to do research, such as picking a topic, looking for data, and how to do data analyses using SPSS (See “Tentative Course Schedule” for dates). It is your responsibility, however, to seek additional help from me if you have questions about what/how to do parts of the project.

Poster boards (the 3 piece, fold-out, cardboard type) are available at Walmart SuperCenters, Office Depot, Office Max, and Staples for less than \$12. **Do not wait until the last minute to purchase your board** because the public schools also use these for science fair projects. **Power Point presentations, written papers, or other means of display will NOT be accepted as substitutes for the poster board.**

4 Additional Warnings!!!!

DO NOT WAIT UNTIL NOVEMBER TO BEGIN WORKING – YOU WILL BE OVERWHELMED, PRODUCE JUNK, AND EARN A GRADE OF “F.”

DO NOT PLAGIARIZE (STEAL) SOMEONE ELSE’S RESEARCH (off of an Internet site, out of a journal, etc.) because I will give you a ZERO for the project.

NO DOUBLE SUBMISSIONS ARE ALLOWED (you can’t use the same exact project for this and another class, whether in poster or paper format.). Those “doubly submitting” work will receive a grade of ZERO for the project.

PROJECTS WITHOUT HSRB APPROVAL WILL RECEIVE A ZERO. For those who wish to use data collected from obtrusive methods (survey, interview, or observation), you will need to seek Human Subjects Review Board approval. (HSRB wants to make sure that your research will not cause harm to anyone involved, including yourself –i.e. lawsuit protection.) HSRB proposals are reviewed a couple of times a semester, but don’t assume you can obtain approval on short-notice. This applies only to projects using observational or survey data collection methods (and not to those using secondary data and/or content analysis).

Presentation:

Near the end of the semester, each researcher will produce a poster for display that summarizes the topic, literature, data collection method, and findings of their research. Each person will also give a 10 minute presentation to the class on their research (you can use the poster as a prop, if you like) describing the topic, literature, etc. as well as the surprises (and of course, problems) you encountered while conducting the research. In other words, talk about your research as well as your experiences as a researcher.

A sign-up sheet of presentation dates will be circulated in class in late March/early April. There will be NO make-ups for the class presentation.

Attendance:

Attendance will be taken during each class meeting. It is your responsibility to make sure you sign the attendance sheet. For those students who miss *less* than 5 classes AND have an average course assignment grade of 60+, an extra half letter grade will be added to their final course grades (a B+ becomes an A).

Attendance, while not mandatory and your responsibility alone, has many benefits: higher exam scores, regular opportunities to ask for help on the project, being informed about what occurred in class, and a chance for me to mention it in employment and/or graduate school recommendation letters.

If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into the Registrar's office. To just simply stop attending class will NOT get you removed from the course's enrollment/grade list. This professor does NOT drop students from the course.

Course Grades

Final course grades will be based upon the weighted average of your exam, project, and presentation grades, as well as your class attendance. Final course letter grades will be assigned as follows:

A = 90 -100	B+ = 86 - 89	B = 80 - 85	C+ = 76 - 79
C = 70 - 75	D+ = 66 - 69	D = 60 - 65	F = 59 and less

Final course grades will not be curved. Grades of Incomplete will not be assigned (See Academic Calendar at <http://www.fmarion.edu> website or in Schedule of Courses for drop dates).

Tentative Course Schedule

Below is a tentative schedule of dates and the topics/readings covered that day in class.

Date Topic

Part 1: Environmental Thought and Theories

1/10	Syllabus
1/12	Overview of environmental problems
1/17	Beliefs about the environment
1/19	History of environmental sociology
1/24	Social theories about the society-environment relationship
1/26	Social theories continued
1/31	Review for Exam 1

2/2 Exam 1**Part 2: Conducting Environmental Research**

- 2/7 Research process and procedure
 2/9 Environmental data sources and analysis

Part 3: Resources: Distribution, Change, and Consequences

- 2/14 Food and water sources
 2/16 Air and energy sources
 2/21 Contaminant hazards, risks, and exposure
 2/23 Consequences of exposure by race, class, gender, sexual orientation, age, and nationality
 2/28 Review for Exam 2

3/2 Exam 2**Part 4: Responses: Institutional, Organizational, Group, and Individual**

- 3/14 Public opinion and attitudes by race, class, gender, education, age, and political affiliation
 3/16 Addressing environmental inequities: social movements by race, class, gender, nationality
 3/21 Changing economies
 3/23 Changing politics
 3/28 New technologies
 3/30 MSS conference – No class
 4/4 Review for Exam 3

4/6 Exam 3**Part 5: Future Environmental Sustainability**

- 4/11 Attaining goals for sustainable and equitable development; Project presentations
 4/13 Indicators and measures of sustainability; Project presentations
 4/18 Project presentations
 4/20 Project presentations; Review for Final Exam

TBA Final Exam**Sources/References for Course Lectures**

Harper textbook; Frey textbook; Bell, Michael. Invitation to Environmental Sociology.
 Bullard, Robert. Dumping in Dixie.; EPA website; assorted journal articles

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Department of Psychology & Sociology Date 09/22/05

Course No. or level SOC 381 Title Sociology of Sport

Semester hours 3 Clock hours: Lecture X Laboratory _____

Prerequisites Sociology 201 or permission of the department

Enrollment expectation 25

Indicate any course for which this course is a (an)

Modification proposed change in course description
(proposed change in course title, course description, course content or method of instruction)

Name of person preparing course description Rusty Ward

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2006

Date of School/Department approval 09/22/05

Catalog description:

MODIFY the course description of Sociology 381, Sociology of Sport **FROM:**

Uses various social theories to examine how sports are tied to the following major spheres of social life: family, economy, media, politics, education, and region.

TO:

Scientific study of sports to better understand how they are practiced and what those practices mean. Using various theoretical approaches, we focus on topics as they relate to sports such as: identity, ideology, children, gender, race and ethnicity, the media, economics, politics, globalization, drugs and violence.

Purpose: 1. For Whom (generally?)

The modification to the course description is proposed to welcome students interested in Gender Studies. Also, this course is for students with an academic interest in sports or those

who seek careers in sports (e.g., coaching, sports journalism, etc.); one of the courses that sociology majors can take to satisfy requirements in the general track of sociology.

What should the course do for the student?

Students will (1) learn to use the tools to think critically about sports in society; (2) understand sports in terms that go beyond performance statistics and competitive outcomes and deal with issues of power and power relations in society; (3) develop an awareness of how sports and sport participation impact the lives of individual men and women and groups in society; and (4) learn what is needed to make informed choices about sports and sport participation in connection with our lives and the lives of others in our families and communities.

Teaching method planned: Lecture and Discussion

Textbook and/or materials planned (including electronic/multimedia):

Coakley, J. (2004). *Sport in society: Issues and controversies* (8th ed.). Boston: McGraw Hill.

Eitzen, D. S. (2001). *Sport in contemporary society* (6th ed.). New York: Worth.

Course Content:

Introduce why some sociologists think sports are important, and discuss the criteria used to determine whether an activity is considered a sport.

Describe the various theoretical approaches (functionalist, conflict, interactionist, critical, feminist, and figurational) used to help us study sports in society.

Discuss how sports have varied by time and place, from Ancient Greece to the present.

Explain how people become involved in sports, stay involved, and what happens to people when they end their participation in sports.

Debate whether organized programs for children are worth the effort.

Propose the question of whether deviance in sports is out of control.

Describe violence in sports through history, player violence, and spectator violence.

Discuss whether sports are organized in a way that provides equal opportunities and benefits for men and women.

Describe sports participation among racial and ethnic minorities in the United States

Introduce issues of money and power in sports, in particular, social class and sports participation patterns.

Explain how commercialization has changed sports.

Discuss how sports depend on the media, and how the media depend on sports.

Discuss how sports depend on the government, and the how government depends on sports.

Present arguments for and against sports in high school and college.

Describe the similarities and differences between sports and religion.

Pose the question of what we can expect from sports in the future.

COURSE TITLE/NUMBER: SOCIOLOGY OF SPORT 381HH-4

Semester: Fall 2004

Class Schedule: 12:45–2:00 TTH

Building/Room: CEMC 241

Instructor: Russell (Rusty) E. Ward, Jr., Ph.D.

Office: Founders Hall 242

Phone: 661-4632

Email: rward@fmarion.edu

Office Hours: 10:30-11:30 Monday through Friday, or by appointment

Course description: Sociology of sports is a course where we attempt to critically analyze sports to better understand how they are practiced and what those practices mean. Using various theoretical approaches, we focus on topics as they relate to sports such as: identity, ideology, children, gender, race and ethnicity, the media, economics, politics, globalization, drugs and violence.

Course goal: The goal of this course is to reflect on five questions related to sports:

Why are certain physical activities selected and designated as sports?

How do sports and sport participation affect our lives?

How do sports impact our ideas about masculinity, femininity, class inequality, race and ethnicity, work, fun, achievement, competition, individualism, aggression and violence?

How are the organization and meaning of sports connected with social relations in groups, communities, & societies?

How are sports connected with important social institutions (such as education, politics, economics, media, & religion).

Course objectives: The objectives of the course are the following:

Learn to use the tools to think critically about sports in society.

Understand sports in terms that go beyond performance statistics and competitive outcomes and deal with issues of power and power relations in society.

Develop an awareness of how sports and sport participation impact the lives of individual men and women and groups in society.

Learn what is needed to make informed choices about sports and sport participation in connection with our lives and the lives of others in our families and communities.

Texts: Coakley, J. (2004). *Sport in society: Issues and controversies* (8th ed.). Boston: McGraw Hill.

Eitzen, D. S. (2001). *Sport in contemporary society* (6th ed.). New York: Worth.

Requirements: Class attendance will be based on the university's attendance policy (if a student is absent more than twice the number of required class or lab sessions per week during the regular semester, the instructor has the option to assign a grade of F or W).

In regard to class attendance, be aware of two more things. First, there appears to be a correlation between attendance and academic performance in my courses. Those students who miss class frequently tend to be students who earn C's, D's, and F's. Those who rarely miss class tend to be the students who earn A's and B's. Second, students whose total points are "on the line" (i.e., 1 percentage point away from cut-off point) are rewarded for a consistent pattern of offering comments in class that relate to the readings and generate discussion. This opportunity implies the need for perfect, or near perfect class attendance. Please note there is no extra-credit. Please bring your textbook to each class session.

Grades will be based on your performance in the following four areas: (1) completion of 16 student discussion worksheets; (2) submission of 6 research paper assignments; (3) submission of research paper; and (4) classroom presentation of research paper. There is no final exam for the course. Graded research papers and classroom presentation grades will be handed to students on Monday, December 13 (8:30 to 10:30 a.m.).

Grading scale: Each component of the course carries the following weight:

Student discussion worksheets:	160 points	A = 360 +
Research paper assignments: (all 6)	40 points	B+ = 340 - 359
Research paper:	100 points	B = 320 - 339
<u>Classroom presentation:</u>	<u>100 points</u>	C+ = 300 - 319
Total	400 points	C = 280 - 299
		D+ = 260 - 279
		D = 240 - 259
		F = Below 259

Details of Requirements:

Student discussion worksheets: There are 16 discussion worksheets that you are assigned to complete. Each worksheet corresponds to a chapter from the Coakley book. In your answers to questions on the worksheets, you are asked to use the book as a starting point. But then go beyond that material by including your thoughts in the form of analysis, critique, and examples. Grades will be based on my assessment of your grasp of the course material and the extent to which you have thought about and learned from that material. Each worksheet is worth a maximum of 10 points (160 points total). Worksheets for each chapter are due in class on the date the chapter is assigned. If chapters from the Eitzen book are assigned on the date the Coakley chapter is due, type two questions on the worksheet for each assigned chapter from Eitzen. You do not need to write the answers to the questions, but be prepared to discuss the answers in class. No credit is given for worksheets that are not completed before class. Answers to questions from the worksheets must be typed.

Answers can be typed on line, and printed from your computer screen. Worksheets can be

located at <http://highered.mcgraw-hill.com/sites/0072556579>.

Research paper assignments: In each of the 6 short developmental assignments, I ask that you produce part of your research paper and I will provide feedback on these assignments. These assignments will not be graded. If you turn in all 6 assignments, you will receive 40 points toward your final grade. Failure to turn in one or more of these assignments will result in a loss of these 40 points. Details and due dates for these assignments are listed on a separate handout. These assignments will not be accepted late nor can they be made up.

Research paper: The purpose of this paper is to encourage you to explore sociological questions in detail and to help you discover the practical value and complexity of conducting social research. There are 13 topics from which you may choose to complete the paper. Each topic requires that you go out into the community to observe and/or collect information in a variety of specified settings. The topics and further details for the paper are found in a separate handout. Guidelines for writing and organizing the research paper appear toward the end of this syllabus. The paper is worth 100 points.

Presentation of research paper: You are assigned to present the findings and observations of your research to the class. Guidelines for the classroom presentation appear at the end of this syllabus. The presentation is worth 100 points.

NOTE: You are expected to show up for tests during the scheduled time and turn all work in on time. If for some reason (e.g., the outbreak of World War III, alien abduction, personally bearing triplets, etc.) you are unable to take a scheduled test or meet a deadline, please discuss this matter with me **BEFORE** (not the day) the test is scheduled or the project is due. The instructor does not guarantee that missed tests or uncompleted projects can be made up.

Standards of Conduct: If you have not already done so, please refer to the *Student Handbook* for descriptions of your rights and responsibilities at Francis Marion. Please read it carefully! See me if you have any questions.

Course calendar

*****I try to stick with this schedule, but reserve the right to make changes*****

*****Please read the chapter before the day it is assigned*****

Date	Class topic
<u>Week One</u>	
Thurs. 8/26	Course introduction
<u>Week Two</u>	
Tues. 8/31	Read chapter 1 (Sociology of sports) in Coakley
	Read chapters 1, 2, and 3 in Eitzen
Thurs. 9/2	Read chapter 2 (Social theories) in Coakley
<u>Week Three</u>	
Tues. 9/7	Read chapter 3 (History of sports) in Coakley
Thurs. 9/9	
<u>Week Four</u>	
Tues. 9/14	Read chapter 4 (Sports and socialization) in Coakley
	Read chapters 9, 10, and 11 in Eitzen
Thurs. 9/16	
<u>Week Five</u>	
Tues. 9/21	Read chapter 5 (Sports and children) in Coakley
	Read chapters 4, 5, and 6 in Eitzen
Thurs. 9/23	Read chapter 6 (Deviance and sports) in Coakley
	Read chapters 12, 13, 14, 15, and 17 in Eitzen
“Eighty percent of success is showing up.” – Woody Allen	
<u>Week Six</u>	
Tues. 9/28	Read chapter 7 (Violence in sports) in Coakley
	Read chapters 16, 19, 33, 34, and 35 in Eitzen
Thurs. 9/30	Read chapter 8 (Gender and sports) in Coakley
	Read chapters 29, 30, 31, and 32 in Eitzen
<u>Week Seven</u>	
Tues. 10/5	Read chapter 9 (Race and sports) in Coakley
	Read chapters 26, 27, and 28 in Eitzen
Thurs. 10/7	

Week Eight

Tues. 10/12 Read chapter 10 (Class and sports) in Coakley
 Read chapters 23 and 25 in Eitzen

Thurs. 10/14

Week Nine

Tues. 10/19 Read chapter 11 (Economy and sports) in Coakley
 Read chapter 24 in Eitzen

Thurs. 10/21 No class – Professor is presenting paper at the MidSouth
 Sociological Association Conference in Biloxi, Mississippi.

Week Ten

Tues. 10/26 Read chapter 12 (Media and sports) in Coakley

Thurs. 10/28 Read chapters 7 and 8 in Eitzen

“He who cuts his own wood warms himself twice.” – Henry David Thoreau

Week Eleven

Tues. 11/2 No class – Fall break

Thurs. 11/4 Read chapter 13 (Sports and politics) in Coakley
 Read chapter 18 in Eitzen

Week Twelve

Tues. 11/9 Read chapter 14 (Varsity sports) in Coakley
 Read chapters 20, 21, and 22 in Eitzen

Thurs. 11/11

Week Thirteen

Tues. 11/16 Read chapter 15 (Sports and religion) in Coakley
 Paper due

Thurs. 11/18 Read chapter 16 (Future of sports) in Coakley

Week Fourteen

Tues. 11/23 Presentation of papers

Thurs. 11/25 No class – Thanksgiving

Week Fifteen

Tues. 11/30 Presentation of papers

Thurs. 12/2 Presentation of papers

Week Sixteen

Tues. 12/7 No class – Reading day

Research paper guidelines

Your paper will be graded based upon completion of the six sections described below.

I. Introduction (1-2 pages, 10 points)

Introduce your research question. What is being investigated and why? Why is it an important question to ask?

Briefly (in a paragraph or so) explain how your paper will be organized.

II. Theory and Research (2-3 pages, 20 points)

Review the basic literature on the topic. Use current *sociological research*. Relate available research to the theoretical perspectives developed in the texts and class. Please use the **APA (American Psychological Association)** style for citing references within the text and on the reference page. Include at least five peer-reviewed references. The library does not have all journals. You can order articles from other university libraries. It takes approximately 10 days for our library to receive them – sometimes sooner, sometimes later. That is why you need to start the research process early. Possible journal sources are listed below:

Sociology of Sport Journal

Research Quarterly

Journal of Sport History

ARENA Review

Social Problems

Journal of Sport and Social Issues

Journal of Leisure Research

Journal of Popular Culture

International Review of Sport Sociology

Social Science Quarterly

Sex Roles

III. Methods (1-2 pages, 20 points)

Discuss how you collected information (e.g., Observations? Interviewing? Surveys? Digital cameras? Video tape?, etc. . .) If observation was used, what were you looking for? If surveys or interviews were used, what questions were asked? Be as detailed as you can be.

Note: before beginning your research you may need to submit a form to the Human Subjects Review Board Committee at Francis Marion University that describes how you will interact with human subjects in your research.

Briefly discuss the advantages and disadvantages of the method used to analyze the data, but don't present the results until the next section.

IV. Results/Findings (2-3 pages, 20 points)

Report your findings. What did you observe? Who's doing what? How? Look for and describe specific behavior patterns and activities. Give specific examples! Detail your observations!

V. Discussion (2-3 pages, 20 points)

Present a sociological analysis of your observations. Remember, no personal opinion is allowed. Your statements must be supported by theories and research. This is a must! You must develop and present a relevant, sociological theoretical analysis, focusing on the central concerns, concepts and variables of particular interest to the theory(ies) which best explain the social reality of the behavior in question.

B. Recommend ideas for further research.

VI. Reference page (1 page, 10 points)

Check your paper for correct referencing, spelling and grammatical errors. Focus on organization and presentation of your ideas— a good paper does not make the reader struggle to understand basic points, issues and relationships. Include a reference page and cite references (**using APA style**) throughout the body of your paper. Although paper length will vary from individual to individual, you may expect your paper to be 10-15 pages long, reference page included.

Presentation guidelines

You are assigned to do a 10-minute in-class presentation of your research paper covering a specific substantive area within the sociology of sports. This assignment is worth a maximum of 100 points. The general guidelines for the presentation are presented below:

Limit presentation to 10 minutes.

Introduce your research question and the sociological concepts and theories used to answer it.

Provide at least one visual aid (power point presentations are encouraged, but as you probably know, there are good and bad power point presentations!). We will discuss specific strategies for giving effective presentations.

“Hand-outs” are good ideas (but we'll talk about what should and should not be included on a handout).

Preparation and practice are the keys!!

Organize your presentation the way you organized your paper.

Spend more time presenting the results and conclusions, and less time discussing the introduction and methods.

You will be evaluated on your ability to offer a professional appearance (maximum 50 points) and to inform us about the sociology of sport (50 points).

Offer us a professional appearance and presentation. Here are some suggestions: (1) make eye contact with audience – practice holding your gaze with people for about 5 seconds; (2) do NOT read from your paper – notes are okay, but use flashcards if possible; (3) wear formal attire – think about what you would wear to church, a night at the Florence Little Theatre, a wedding, a job interview, etc. – men should wear a tie with no buttons undone at the neck, jacket optional, but if you wear a jacket be sure to have it buttoned when you present - women should wear a business suit, jacket buttoned when you present – no low-cut blouses (men and women should not wear ball caps or sneakers!); (4) beware of filler words, such as ah's and uhm's – it's best to be silent rather than use unnecessary words; (5) do NOT grip the podium, stand away from it, move around if you want; (6) make sure everyone in audience has handouts (if you use handouts) before you start presentation; and, (7) be organized – there should be an introduction (tell us what you are going to do), a body (do it), and conclusion (summarize your main ideas, and analyze them from a sociological perspective) to your presentation.

Inform us about the sociology of sport. There are many sociological principles/concepts/theories of sport presented in this course that can be used in your presentation, but because of time you may want to limit your presentation to only two or three.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Psychology and Sociology Date 9/21/05

Course No. or level 407 Title Urban Sociology

Semester hours 3 Clock hours: Lecture yes Laboratory no

Prerequisites SOC 201 Principles of Sociology and SOC 202 Methods of Sociology

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification proposed change in course's catalog description

(proposed change in course title, course description, course content or method of instruction)

substitute _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa A. Eargle

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2006

Date of School/Department approval 9/22/05

Catalog description:

MODIFY the course description of Sociology 407, Urban Sociology **FROM**:

Historical and current urban growth patterns, theoretical perspectives regarding urban structure and change, distribution of power and other resources in urban settings, urban cultural and social forms, problems of urban areas, strategies of urban planning.

TO:

Historical and current urban growth patterns, theoretical perspectives regarding urban structure and change, distribution of power and other resources in urban settings, urban cultural and social forms, problems of urban areas, strategies of urban planning. Examines how gender, racial/ethnic, class, and other group relations affect urban processes and life.

Purpose: 1. For Whom (generally?)

Students who have interests in (a) urban planning, development, and growth, (b) race, class and gender issues, and (c) social policy.

2. What should the course do for the student?

This course will (a) demonstrate the interrelatedness of urban social relations and urbanization processes; (b) demonstrate the contributions of the three major perspectives in Sociology (Functionalist, Conflict, and Symbolic Interactionist) to studying and understanding urban phenomena; (c) highlight the contributions of different gender, racial/ethnic, age, political, economic, and social groups to urban development and life; (d) provide a balanced view of social groups often portrayed negatively (as either troublemakers or victims); (e) demonstrate how urban areas and urban life are dynamic (changing) phenomena; (f) demonstrate how to design a research study of an urban phenomenon; (g) further develop and apply research skills that students have obtained from previous research courses; and (h) further develop students' oral communication (presentation) skills

Teaching method planned: Lecture and discussion; student projects and presentations

Textbook and/or materials planned:

Gottdiener and Hutchinson's The New Urban Sociology, 2nd Edition

Course Content:

Preindustrial Urban Development and Life

terminology; general urbanization trends
 physical structure/layout of earliest cities (Mesopotamian, Greece, Rome)
 life in early cities – stratification and inequality for different gender, political, and economic groups
 physical structure/layout of medieval cities
 life in medieval cities – stratification and inequality for different gender, political, and economic groups

Urbanization and Urban Life in US: History and Theories

US cities during colonial period (1700s to 1850s)
 US cities during industrial period (1860s to 1920s)

US cities during corporate period (1920s – now)
 Urban theories: Human Ecological (Functionalist) Perspective
 Urban theories: Political Economy (Conflict) Perspective
 Urban theories: Symbolic Interactionist Perspective

Urban Research

How to do research project and poster display
 Secondary data sources on the Web
 Using SPSS for data analyses

Modern Urban Issues: Contributions and Inequalities by Race, Class, Gender

Urban utopias and planning critics
 Urban social classes, poverty and fiscal issues
 Urban immigration, racial and ethnic relations
 Women and men's roles in urban development
 Gay and Lesbian roles in urban development
 Urban environmental concerns
 Urban crime and social unrest

International Urban Development and Life

Urban politics
 Modern Latin American cities: physical structure/layout and stratification/inequality for different gender, racial/ethnic, political, and economic groups
 Modern Asian cities: physical structure/layout and stratification/inequality for different gender, racial/ethnic, political, and economic groups
 Modern African and Middle Eastern cities: physical structure/layout and stratification/inequality for different gender, racial/ethnic, political, and economic groups
 Globalization of cities

SOCI 407: URBAN SOCIOLOGY

Fall 2005

Instructor: Dr. L.A. Eargle
 Office: 240 FH
 Office Hours: M - F 10:00 - 11:20
 Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

Textbooks

For Fall 2005, I am requiring Gottdiener and Hutchinson's The New Urban Sociology, 2nd Edition, as the textbook. Other materials will be handed out in class as needed.

Course Prerequisites

A passing grade in SOCI 201 and 202. It is recommended that students have either earned a passing grade in a data analysis/statistics course (such as SOCI 303, MATH 120, MATH 114, PSY 302, or POL 295) or are concurrently enrolled in such a course.

Course Description

This course examines the emergence of, physical arrangement, and life within the city over time (from the first cities to the present). We will examine (1) American cities as well as cities within other developed and developing nations; (2) Different perspectives on urban development; (3) City inhabitants (race/ethnicity and nationality, gender, sexual orientation, and economic position) and their contributions to urban development and urban life; (4) Problems facing cities (fiscal, political, environmental, and social unrest/crime); and (5) Increasing globalization of cities/city life.

The course format will be a combination of lecture and discussion, with several in-class written examinations, presentations, and a research project.

Course Objectives

This course makes several contributions to the Sociology and the Gender Studies (forthcoming) programs. The goals of this course are to:
 Demonstrate the interrelatedness of urban social relations and urbanization processes.
 Demonstrate the contributions of the three major perspectives in Sociology (Functionalist, Conflict, and Symbolic Interactionist) to studying and understanding urban phenomena
 Highlight contributions of different gender, racial/ethnic, age, political, economic, and social groups to urban development and life that are often ignored by urban researchers and courses (such as women, gays and lesbians, elderly, and illegal immigrants)

Provide a balanced view of social groups often portrayed negatively (as either troublemakers or victims) by urban researchers and courses (e.g. urban poor and racial/ethnic minorities)

Demonstrate how urban areas and urban life are dynamic (changing) phenomena

Demonstrate how to design a research study of an urban phenomenon

Further develop and apply research skills that students have obtained from previous research courses

Further develop students' oral communication (presentation) skills

Course Assignments

During the semester, 4 exams, a project, and presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

Exams:

There will be 4 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be noncumulative and will consist of 20 multiple choice and 3 essay questions. In the class meeting prior to each exam, a review sheet will be handed out and any questions regarding the material on that sheet will be addressed.

The review sheet will contain 10 – 12 potential essay and 20 – 30 potential multiple choice items. You are responsible for knowing ALL of those items . You will NOT be allowed to choose which questions you will have to answer on the exam. Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive. Also, exam questions are changed from semester to semester.

Make-up exams will be given for Exams 1 - 3, for those individuals providing official written documentation (obituary, doctor's note, etc.) demonstrating the necessity of missing the exam. All make-up exams must be taken on December 6 (Reading Day), between 10 am and 2 pm. Otherwise, a grade of zero will be assigned to the missed exam(s). Per University regulations, there will be no make-up exams given for the final exam.

Exam grades will NOT be dropped or curved. Do NOT count on extra credit work being assigned to improve your exam scores. Grades of Incomplete will NOT be assigned. Each exam is worth 18 percent of your final grade, with all 4 exams together counting for 72 percent of the final course grade.

Project:

Each student will be required to conduct, separately, an original research project of his/her own. (No group work.) This project has 7 parts to it: (1) a hypothesis/research question; (2) an introduction; (3) a literature review/theory section; (4) data, methods, and analysis discussion; (5) results/findings component; (6) interpretation of results; and (7) conclusion section. This information will then be used to give a poster presentation and a 10 minute talk to the class about your research. The breakdown of project points are as follows:

hypothesis/research question	= 5 points
introduction paragraph	= 3 points
literature review/theory	= 20 points
data/methods/analysis discussion	= 20 points
results section	= 20 points
interpretation of results	= 15 points
conclusion	= 3 points
poster appearance	= 5 points
presentation	= 9 points

TOTAL	= 100 points, for 28% of course grade

Project topics/hypotheses must be submitted to me for approval by September 19. If I have not approved your project topic, you will NOT receive any credit for your project. The project will count for 28 percent of your final grade and **the project is due on November 21 during class time.** (I will store the posters until a person's presentation day). Late projects will NOT be accepted.

Below is a diagram demonstrating how to assemble the project's poster, with a brief description of each Project item/piece.

Poster Board Layout

Introduction – 1 paragraph	Topic/Research Question	Interpretation of Findings— ½ to 1 page
Literature Review – 1 to 3 pages	Findings – ½ to 2 pages (output from SPSS)	Conclusion –

Data and Methods – 1 page (maybe another if using questionnaire)		½ to 1 page
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Description of project parts

Introduction – names topic, provides justification for study

Literature Review – contains major theories used to explain topic and major findings of previous research, as well as hypotheses

Data and Methods – names the data source, sample, variables used (including designation of dependent and independent variables), variable measurement or operationalization, and statistical technique to be used

Findings – contain all pertinent statistical results from analyses

Interpretation of Findings – provide explanation of what the results show, both statistically and in terms of hypotheses support/lack of support

Conclusion – overall summary and limitations of study and directions for future research

Place list of references (at least 10) on the back of the poster board

For the literature review, you should follow the format of the American Sociological Association (see “ASA Style Guide” portion of this syllabus) for citations and references. The review should be typed using margins of 1.25 inches, with a font size no larger than 12, and should be 1 to 3 pages long. You should use and cite at least 10 references. **Posters lacking citations and a reference page will automatically lose 20 points.** You can use information from the Internet for your project, but do NOT use encyclopedias or dictionaries as your references.

The project’s sample size should be at least 45 cases (such as 46 counties in SC, 50 states in US, 75 cities across the US, or 50 individuals surveyed) and you should perform a multivariate analysis (5 or more variables) on the data (such as regression or multilevel

crosstabs or multiple t-tests of means). **Posters displaying only graphs or having less than 45 cases in the sample will automatically lose 35 points.** Results for all analyses performed should be included on the poster.

Posters not clearly naming the data source, sample, variables used, and/or analysis performed in the Data/Methods section will also lose major points. It is your responsibility to ensure all pertinent/required information is included and clearly labeled on your poster. I will not play “mental gymnastics” to figure out what you did for your project, nor inquire why something is missing from the poster. I will just deduct the points if something is missing or unclear.

I have allocated class meetings to show how to do research, such as picking a topic, looking for data, and how to do data analyses using SPSS (See “Tentative Course Schedule” for dates). It is your responsibility, however, to seek additional help from me if you have questions about what/how to do parts of the project.

Poster boards (the 3 piece, fold-out, cardboard type) are available at Walmart SuperCenters, Office Depot, Office Max, and Staples for less than \$12. **Do not wait until the last minute to purchase your board** because the public schools also use these for science fair projects. **Power Point presentations, written papers, or other means of display will NOT be accepted as substitutes for the poster board.**

4 Additional Warnings!!!!

DO NOT WAIT UNTIL NOVEMBER TO BEGIN WORKING – YOU WILL BE OVERWHELMED, PRODUCE JUNK, AND EARN A GRADE OF “F.”

DO NOT PLAGIARIZE (STEAL) SOMEONE ELSE’S RESEARCH (off of an Internet site, out of a journal, etc.) because I will give you a ZERO for the project.

NO DOUBLE SUBMISSIONS ARE ALLOWED (you can’t use the same exact project for this and another class, whether in poster or paper format.). Those “doubly submitting” work will receive a grade of ZERO for the project.

PROJECTS WITHOUT HSRB APPROVAL WILL RECEIVE A ZERO. For those who wish to use data collected from obtrusive methods (survey, interview, or observation), you will need to seek Human Subjects Review Board approval. (HSRB wants to make sure that your research will not cause harm to anyone involved, including yourself –i.e. lawsuit protection.) HSRB proposals are reviewed a couple of times a semester, but don’t assume you can obtain approval on short-notice. This applies only to projects using observational or survey data collection methods (and not to those using secondary data and/or content analysis).

Presentation:

Near the end of the semester, each researcher will produce a poster for display that summarizes the topic, literature, data collection method, and findings of their research. Each person will also give a 10 minute presentation to the class on their research (you can use the poster as a prop, if you like) describing the topic, literature, etc. as well as the surprises (and of course, problems) you encountered while conducting the research. In other words, talk about your research as well as your experiences as a researcher.

A sign-up sheet of presentation dates will be circulated in class in late October/early November. There will be NO make-ups for the class presentation.

Attendance:

Attendance will be taken during each class meeting. It is your responsibility to make sure you sign the attendance sheet. For those students who miss *less* than 5 classes AND have an average course assignment grade of 60+, an extra half letter grade will be added to their final course grades (a B+ becomes an A).

Attendance, while not mandatory and your responsibility alone, has many benefits: higher exam scores, regular opportunities to ask for help on the project, being informed about what occurred in class, and a chance for me to mention it in employment and/or graduate school recommendation letters.

If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into the Registrar's office. To just simply stop attending class will NOT get you removed from the course's enrollment/grade list. This professor does NOT drop students from the course.

Course Grades

Final course grades will be based upon the weighted average of your exam, project, and presentation grades, as well as your class attendance. Final course letter grades will be assigned as follows:

A = 90 -100	B+ = 86 - 89	B = 80 - 85	C+ = 76 - 79
C = 70 - 75	D+ = 66 - 69	D = 60 - 65	F = 59 and less

Final course grades will not be curved. Grades of Incomplete will not be assigned (See Academic Calendar at <http://www.fmarion.edu> website or in Schedule of Courses for drop dates).

Tentative Course Schedule

Below is a tentative schedule of dates and the topics/readings covered that day in class.

Date	Topic

Part 1: Preindustrial Urban Development and Life	
8/24	Syllabus
8/26	terminology; general urbanization trends
8/29	physical structure/layout of earliest cities (Mesopotamian, Greece, Rome)
8/31	life in early cities – stratification and inequality for different gender, political, and economic groups
9/2	physical structure/layout of medieval cities
9/5	life in medieval cities – stratification and inequality for different gender, political, and economic groups
9/7	Review for Exam 1
9/9	Exam 1
Part 2: Urbanization and Urban Life in US: History and Theories	
9/12	US cities during colonial period (1700s to 1850s)
9/14	US cities during industrial period (1860s to 1920s)
9/16	US cities during corporate period (1920s – now)
9/19	Urban theories: Human Ecological (Functionalist) Perspective
9/21	Urban theories: Political Economy (Conflict) Perspective
9/23	Urban theories: Symbolic Interactionist Perspective
9/26	Examples of research projects from each perspective
9/28	Review for Exam 2
9/30	Exam 2
Part 3: Conducting Urban Research	
10/3	How to do research project and poster display
10/5	Secondary data sources on the Web
10/7	Using SPSS for data analyses
10/10	Fall Break

Part 1: Preindustrial Urban Development and Life

8/24	Syllabus
8/26	terminology; general urbanization trends
8/29	physical structure/layout of earliest cities (Mesopotamian, Greece, Rome)
8/31	life in early cities – stratification and inequality for different gender, political, and economic groups
9/2	physical structure/layout of medieval cities
9/5	life in medieval cities – stratification and inequality for different gender, political, and economic groups
9/7	Review for Exam 1
9/9	Exam 1

Part 2: Urbanization and Urban Life in US: History and Theories

9/12	US cities during colonial period (1700s to 1850s)
9/14	US cities during industrial period (1860s to 1920s)
9/16	US cities during corporate period (1920s – now)
9/19	Urban theories: Human Ecological (Functionalist) Perspective
9/21	Urban theories: Political Economy (Conflict) Perspective
9/23	Urban theories: Symbolic Interactionist Perspective
9/26	Examples of research projects from each perspective
9/28	Review for Exam 2
9/30	Exam 2

Part 3: Conducting Urban Research

10/3	How to do research project and poster display
10/5	Secondary data sources on the Web
10/7	Using SPSS for data analyses
10/10	Fall Break

Part 4: Modern Urban Issues: Contributions and Inequalities by Race, Class, Gender

10/12	Urban utopias and planning critics (including Jane Jacobs)
10/14	Urban social classes, poverty and fiscal issues
10/17	Urban immigration, racial and ethnic relations
10/19	Women and men's roles in urban development
10/21	Gay and Lesbian roles in urban development
10/24	Urban environmental concerns
10/26	MSSA conference – no class
10/28	MSSA conference – no class
10/31	Urban crime and social unrest
11/2	Review for Exam 3
11/4	Exam 3

Part 5: International Urban Development and Life

11/7	Urban politics		
11/9	Modern Latin American cities: physical structure/layout and stratification/inequality for different gender, racial/ethnic, political, and economic groups		
11/11	Modern Asian cities: physical structure/layout and stratification/inequality for different gender, racial/ethnic, political, and economic groups		
11/14	Modern African and Middle Eastern cities: physical structure/layout and stratification/inequality for different gender, racial/ethnic, political, and economic groups		
11/16	Globalization of cities		
11/18	Globalization of cities		
11/21	Project presentations		
11/23	Project presentations		
11/25	Thanksgiving Holiday		
11/28	Project presentations		
11/30	Project presentations		
12/2	Project presentations		
12/5	Review for Exam 4 (Final Exam)	12/9 at 11:45	Exam 4
	(Final Exam)		

Sources/References for Course Lectures

Gottdiener, Mark and Ray Hutchinson. 2000. *The New Urban Sociology*, 2nd edition. McGraw Hill. (Soon to be out of print and unavailable)

Kleniewski, Nancy. 2002. *Cities, Change, and Conflict: A Political Economy of Life*.

Wadsworth. (Presents only the conflict perspective)

Lyon, Larry. 1999. *The Community in Urban Society*. Waveland Press.

Sjoberg, Gideon. 1960. *The Preindustrial City: Past and Present*. Free Press.

Most of the material will come from Gottdiener/Hutchinson, Kleniewski, Lyon, and Sjoberg textbooks. However, to adequately address urban issues, information/materials will be acquired from the following items:

Abrahamson, Mark. 2004. *Global Cities*. Oxford.

Fellows, Will. 2004. *A Passion to Preserve: Gay Men as Keepers of Culture*. University of Wisconsin Press.

Gallagher, Winifred. 1993. *The Power of Place: How Our Surroundings Shape Our Thoughts, Emotions, and Actions*.

Garreau, Joel. 1991. *Edge City: Life on the New Frontier*. Anchor Books.

Gates, Gary and Jason Ost. 2004. *The Gay and Lesbian Atlas*. Urban Institute.

Gilbert, Alan. 1994. *The Latin American City*. Latin American Bureau.

Harper, Charles. 2001. *Environment and Society: Human Perspective on Environmental Issues*. Prentice Hall.

Higley, Stephen. 1995. *Privilege, Power and Place: The Geography of the American Upperclass*. Rowman and Littlefield.

Hiss, Tony. 1990. *The Experience of Place*. Vintage Press

Kerbo, Harold. 2003. *Social Stratification and Inequality: Class Conflict in Historical, Comparative, and Global Perspective*. 5th edition. McGraw Hill.

Kuhr, Fred. 2004. "There Goes the Gayborhood." *The Advocate*, July 6 edition, p.34-36.

La Gory, Mark and John Pipkin. 1981. *Urban Social Space*. Wadsworth.

Monkkonen, Eric. 1988. *American Becomes Urban: The Development of US Cities and Towns, 1780 – 1980*. California Press.

Nolan, Patrick and Gerhard Lenski. 1999. *Human Societies: An Introduction to Macrosociology*, 8th edition. McGraw Hill.

Portes, Alejandro and Ruben Rumbaut. 1990. *Immigrant America: A Portrait*. California Press

Wagner, Fritz, Timothy Joder, and Anthony Mumhrey, Jr. 1995. *Urban Revitalization: Policies and Programs*. Sage.

Wilson, William . 1980. *The Declining Significance of Race*. Chicago.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School Psychology and Sociology Date 9/21/05

Course No. or level 419 Title Population and Society

Semester hours 3 Clock hours: Lecture yes Laboratory no

Prerequisites SOC 210 Principles of Sociology and SOC 202 Methods of Sociology

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification change in catalog description to more fully describe course content
(proposed change in course title, course description, course content or method of instruction)

substitute _____

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Lisa A. Eargle

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Spring 2006

Date of School/Department approval 9/22/05

Catalog description:

MODIFY the course description of Sociology 419, Population and Society **FROM**:

Scientific study of population size, composition, and distribution; analysis of trends and differentials in birth rates, death rates, and migration; consideration of actual and potential pressures of population on natural resources; the interrelationship of population and social structure.

TO:

Scientific study of population size, composition, and distribution; analysis of trends and differentials in birth rates, death rates, and migration by race/ethnicity, gender, class, age, and nationality; consideration of actual and potential pressures of population on natural resources; the interrelationship of population and social structure as it varies by race/ethnicity, class, gender, age, and nationality.

Purpose: 1. For Whom (generally?)

Those with interests in (a) fertility, mortality, and migration, (b) social policies, (c) race, class, and gender, and (d) who may be pursuing careers in social and human service fields.

2. What should the course do for the student?

This course will (a) demonstrate the connections between of population features/processes and other social phenomena; (b) demonstrate how population and population characteristics are dynamic (changing) phenomena; (c) Highlight how population processes differentially impact racial/ethnic, class, gender, sexual orientation, age, and nationality groups; (d) demonstrate how to design a research study of population phenomenon; (e) further develop and apply research skills that students have obtained from previous research courses; and (f) further develop students' oral communication (presentation) skills

Teaching method planned: Lecture and discussion; student projects and presentations

Textbook and/or materials planned:

Weinstein, Jay and Vijayan K. Pillai. 2001. Demography: The Science of Population

Course Content:

Demographic Concepts

History and concepts in demography
Structure and distribution of populations

Conducting Demographic Research

Conducting demographic research
Demographic data sources
Demographic analyses

Fertility: Measures, Theories, Patterns, Trends, and Policies

Fertility concepts and measures
Fertility theories
Fertility patterns and trends by race, class, gender, sexual orientation, age, religious and political orientation, education, and nationality

Fertility public policies/laws

Mortality: Measures, Theories, Patterns, Trends, and Policies

Mortality and morbidity concepts and measures
 Mortality and morbidity theories
 Mortality patterns and trends by race, class, gender, sexual orientation, age, religious and political orientation, education, and nationality
 Mortality and health policies

Migration: Measures, Theories, Patterns, Trends, and Policies

Migration concepts and measures
 Migration theories
 Migration patterns and trends by race, class, gender, sexual orientation, age, religious and political orientation, education, and nationality
 Migration policies/Immigration law

Population Growth Models, Projections, and Estimates

Population growth models, projections, and estimates
 Life Table and its uses

Demographic Influences on Other Social Phenomena

Environmental impacts; Environmental inequalities by race, class, gender, sexual orientation, and age
 Political and economic power: their distribution and uses by race/ethnicity, class, gender, sexual orientation and age
 Changing social and cultural institutions (family, worship, recreation): overall trends and patterns, and by race/ethnicity, class, gender, sexual orientation, and age
 Type and incidence of crime; Crime perpetrators and victims by race/ethnicity, class, gender, and age
 Impact on educational and social welfare institutions: demands upon and responses by

SOCI 419: Population and Society

Spring 2006

Instructor: Dr. L.A. Eargle
 Office: 240 FH
 Office Hours: M - F 10:00 - 11:20
 Phone and e-mail: (843) 661-1653 and leargle@fmarion.edu

Textbooks

Weinstein, Jay and Vijayan K. Pillai. 2001. Demography: The Science of Population

Other materials will be handed out in class as needed.

Course Prerequisites

A passing grade in SOCI 201 and 202. It is recommended that students have either earned a passing grade in a data analysis/statistics course (such as SOCI 303, MATH 120, MATH 114, PSY 302, or POL 295) or are concurrently enrolled in such a course.

Course Description

This course is an introduction to the study of population and population related issues. Some of the topics we will address are: (1) factors influencing the number of children people have; (2) life expectancy and disease rate patterns and trends; (3) who is likely to change residence and why; (4) how fertility, mortality, and migration vary across racial/ethnic, class, gender, sexual orientation, age, educational, and nationality groups; and (5) how population dynamics (fertility, mortality, and migration) impact the environment, the family, health care, the economy, politics, crime rates, and educational institutions.

The course format will be a combination of lecture and discussion, with several in-class written examinations, presentations, and a research project.

Course Objectives

This course makes several contributions to the Sociology and the Gender Studies (forthcoming) programs. The goals of this course are to:

Demonstrate the connections between of population features/processes and other social phenomena

Demonstrate how population and population characteristics are dynamic (changing) phenomena

Highlight how population processes differentially impact racial/ethnic, class, gender, sexual orientation, age, and nationality groups
 Demonstrate how to design a research study of population phenomenon
 Further develop and apply research skills that students have obtained from previous research courses
 Further develop students' oral communication (presentation) skills

Course Assignments

During the semester, 4 exams, a project, and presentation will be assigned. Attendance will also be taken at every class. A detailed description of each assignment and its role in determining final course grades is provided below.

Exams:

There will be 4 in-class written examinations (see "Tentative Course Schedule" for their dates). Each exam will be noncumulative and will consist of 20 multiple choice and 3 essay questions. In the class meeting prior to each exam, a review sheet will be handed out and any questions regarding the material on that sheet will be addressed.

The review sheet will contain 10 – 12 potential essay and 20 – 30 potential multiple choice items. You are responsible for knowing ALL of those items . You will NOT be allowed to choose which questions you will have to answer on the exam. Furthermore, there will be multiple versions of the exams and you will NOT be allowed to choose which version of the exam that you receive. Also, exam questions are changed from semester to semester.

Make-up exams will be given for Exams 1 - 3, for those individuals providing official written documentation (obituary, doctor's note, etc.) demonstrating the necessity of missing the exam. All make-up exams must be taken on April 25 (Reading Day), between 10 am and 2 pm. Otherwise, a grade of zero will be assigned to the missed exam(s). Per University regulations, there will be no make-up exams given for the final exam.

Exam grades will NOT be dropped or curved. Do NOT count on extra credit work being assigned to improve your exam scores. Grades of Incomplete will NOT be assigned. Each exam is worth 18 percent of your final grade, with all 4 exams together counting for 72 percent of the final course grade.

Project:

Each student will be required to conduct, separately, an original research project of his/her own. (No group work.) This project has 7 parts to it: (1) a hypothesis/research question; (2) an introduction; (3) a literature review/theory section; (4) data, methods, and analysis discussion; (5) results/findings component; (6) interpretation of results; and (7) conclusion section. This information will then be used to give a poster presentation and a 10 minute talk to the class about your research. The breakdown of project points are as follows:

hypothesis/research question	= 5 points
introduction paragraph	= 3 points
literature review/theory	= 20 points
data/methods/analysis discussion	= 20 points
results section	= 20 points
interpretation of results	= 15 points
conclusion	= 3 points
poster appearance	= 5 points
presentation	= 9 points

TOTAL	= 100 points, for 28% of course grade

Project topics/hypotheses must be submitted to me for approval by February 15. If I have not approved your project topic, you will NOT receive any credit for your project. The project will count for 28 percent of your final grade and **the project is due on April 10 during class time.** (I will store the posters until a person's presentation day). Late projects will NOT be accepted.

Below is a diagram demonstrating how to assemble the project's poster, with a brief description of each Project item/piece.

Poster Board Layout

Introduction – 1 paragraph	Topic/Research Question	Interpretation of Findings— ½ to 1 page
Literature Review – 1 to 3 pages	Findings – ½ to 2 pages (output from SPSS)	Conclusion – ½ to 1 page
Data and Methods – 1 page (maybe another if using questionnaire)		

Description of project parts

Introduction – names topic, provides justification for study

Literature Review – contains major theories used to explain topic and major findings of previous research, as well as hypotheses

Data and Methods – names the data source, sample, variables used (including designation of dependent and independent variables), variable measurement or operationalization, and statistical technique to be used

Findings – contain all pertinent statistical results from analyses

Interpretation of Findings – provide explanation of what the results show, both statistically and in terms of hypotheses support/lack of support

Conclusion – overall summary and limitations of study and directions for future research

Place list of references (at least 10) on the back of the poster board

For the literature review, you should follow the format of the American Sociological Association (see “ASA Style Guide” portion of this syllabus) for citations and references. The review should be typed using margins of 1.25 inches, with a font size no larger than 12, and should be 1 to 3 pages long. You should use and cite at least 10 references. **Posters lacking citations and a reference page will automatically lose 20 points.** You can use information from the Internet for your project, but do NOT use encyclopedias or dictionaries as your references.

The project’s sample size should be at least 45 cases (such as 46 counties in SC, 50 states in US, 75 cities across the US, or 50 individuals surveyed) and you should perform a multivariate analysis (5 or more variables) on the data (such as regression or multilevel crosstabs or multiple t-tests of means). **Posters displaying only graphs or having less than 45 cases in the sample will automatically lose 35 points.** Results for all analyses performed should be included on the poster.

Posters not clearly naming the data source, sample, variables used, and/or analysis performed in the Data/Methods section will also lose major points. It is your responsibility to ensure all pertinent/required information is included and clearly labeled on your poster. I will not play “mental gymnastics” to figure out what you did for your project,

nor inquire why something is missing from the poster. I will just deduct the points if something is missing or unclear.

I have allocated class meetings to show how to do research, such as picking a topic, looking for data, and how to do data analyses using SPSS (See “Tentative Course Schedule” for dates). It is your responsibility, however, to seek additional help from me if you have questions about what/how to do parts of the project.

Poster boards (the 3 piece, fold-out, cardboard type) are available at Walmart SuperCenters, Office Depot, Office Max, and Staples for less than \$12. **Do not wait until the last minute to purchase your board** because the public schools also use these for science fair projects. **Power Point presentations, written papers, or other means of display will NOT be accepted as substitutes for the poster board.**

4 Additional Warnings!!!!

DO NOT WAIT UNTIL NOVEMBER TO BEGIN WORKING – YOU WILL BE OVERWHELMED, PRODUCE JUNK, AND EARN A GRADE OF “F.”

DO NOT PLAGIARIZE (STEAL) SOMEONE ELSE’S RESEARCH (off of an Internet site, out of a journal, etc.) because I will give you a ZERO for the project.

NO DOUBLE SUBMISSIONS ARE ALLOWED (you can’t use the same exact project for this and another class, whether in poster or paper format.). Those “doubly submitting” work will receive a grade of ZERO for the project.

PROJECTS WITHOUT HSRB APPROVAL WILL RECEIVE A ZERO. For those who wish to use data collected from obtrusive methods (survey, interview, or observation), you will need to seek Human Subjects Review Board approval. (HSRB wants to make sure that your research will not cause harm to anyone involved, including yourself –i.e. lawsuit protection.) HSRB proposals are reviewed a couple of times a semester, but don’t assume you can obtain approval on short-notice. This applies only to projects using observational or survey data collection methods (and not to those using secondary data and/or content analysis).

Presentation:

Near the end of the semester, each researcher will produce a poster for display that summarizes the topic, literature, data collection method, and findings of their research. Each person will also give a 10 minute presentation to the class on their research (you can use the poster as a prop, if you like) describing the topic, literature, etc. as well as the surprises (and of course, problems) you encountered while conducting the research. In other words, talk about your research as well as your experiences as a researcher.

A sign-up sheet of presentation dates will be circulated in class in late March/early April.

There will be NO make-ups for the class presentation.

Attendance:

Attendance will be taken during each class meeting. It is your responsibility to make sure you sign the attendance sheet. For those students who miss *less* than 5 classes AND have an average course assignment grade of 60+, an extra half letter grade will be added to their final course grades (a B+ becomes an A).

Attendance, while not mandatory and your responsibility alone, has many benefits: higher exam scores, regular opportunities to ask for help on the project, being informed about what occurred in class, and a chance for me to mention it in employment and/or graduate school recommendation letters.

If you need to drop this course, it is your responsibility to secure a Withdrawal form, complete it, and turn it into the Registrar's office. To just simply stop attending class will NOT get you removed from the course's enrollment/grade list. This professor does NOT drop students from the course.

Course Grades

Final course grades will be based upon the weighted average of your exam, project, and presentation grades, as well as your class attendance. Final course letter grades will be assigned as follows:

A = 90 - 100	B+ = 86 - 89	B = 80 - 85	C+ = 76 - 79
C = 70 - 75	D+ = 66 - 69	D = 60 - 65	F = 59 and less

Final course grades will not be curved. Grades of Incomplete will not be assigned (See Academic Calendar at <http://www.fmarion.edu> website or in Schedule of Courses for drop dates).

Tentative Course Schedule

Below is a tentative schedule of dates and the topics/readings covered that day in class.

Date	Topic
Part 1: Demographic Concepts	
1/11	Syllabus
1/13	History and concepts in demography
1/16	MLK Jr. Holiday – No Class
1/18	Structure and distribution of populations
Part 2: Conducting Demographic Research	
1/20	Conducting demographic research
1/23	Demographic data sources
1/25	Demographic analyses
1/27	Review for Exam 1
1/30	Exam 1
Part 3: Fertility: Measures, Theories, Patterns, Trends, and Policies	
2/1	Fertility concepts and measures
2/3	Fertility theories
2/6	Fertility patterns and trends by race, class, gender, sexual orientation, age, religious and political orientation, education, and nationality
2/8	Fertility patterns and trends continued
2/10	Fertility public policies/laws
Part 4: Mortality: Measures, Theories, Patterns, Trends, and Policies	
2/13	Mortality and morbidity concepts and measures
2/15	Mortality and morbidity theories
2/17	Review for Exam 2
2/20	Exam 2
2/22	Mortality patterns and trends by race, class, gender, sexual orientation, age, religious and political orientation, education, and nationality
2/24	Mortality and health policies
Part 5: Migration: Measures, Theories, Patterns, Trends, and Policies	

2/27	Migration concepts and measures
3/1	Migration theories
3/3	Migration patterns and trends by race, class, gender, sexual orientation, age, religious and political orientation, education, and nationality
3/6 – 3/10	Spring Break – No Classes
3/13	Migration policies/Immigration law
3/15	Review for Exam 3
3/17	Exam 3

Part 6: Population Growth Models, Projections, and Estimates

3/20	Population growth models, projections, and estimates
3/22	Life Table and its uses

Part 7: Demographic Influences on Other Social Phenomena

3/24	Environmental impacts; Environmental inequalities by race, class, gender, sexual orientation, and age
3/27	Political and economic power: their distribution and uses by race/ethnicity, class, gender, sexual orientation and age
3/29	MSS Conference – No Class
3/31	MSS Conference – No Class
4/3	Changing social and cultural institutions (family, worship, recreation): overall trends and patterns, and by race/ethnicity, class, gender, sexual orientation, and age
4/5	Type and incidence of crime; Crime perpetrators and victims by race/ethnicity, class, gender, and age
4/7	Impact on educational and social welfare institutions: demands upon and responses by
4/10	Project Presentations
4/12	Project Presentations
4/14	Project Presentations
4/17	Project Presentations
4/19	Project Presentations
4/21	Review for Final Exam

Final Exam Date -- TBA

Sources/References for Course Lectures

Weinstein and Pillai textbook

Weeks, John. 2002. Population, 8th Edition.

Handbook of Demography published by RAND.

Gay Atlas

Various websites, such as CDC and NIH

Various journal articles

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE *or* MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date September 15, 2005

Course No. ECE 321 Title Methods for Teaching and Assessing Primary Mathematics

Prerequisite: Admission into the Professional Education Program.

Semester hours 3 Clock hours: Lecture 45 Laboratory 0

Enrollment expectation: 8-17 students per semester

Indicate any course for which this course is a modification

Consolidation of ECE 316 and ECE 416 from pages 162-165 in the 2005-2006 course catalog

Name of person preparing course description Bill Whitmire and Lloyd Hutchings

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation August 2006

Date of School/Department approval August 2005

Catalog description:

This course is designed to introduce the undergraduate teacher candidate to the quantitative needs of primary students, and to the structure of the primary mathematics curriculum. Candidates will develop pedagogical strategies and teaching techniques that address primary students' quantitative needs. Candidates will be introduced to a variety of hands-on and manipulative (concrete and virtual) materials to help primary students understand different mathematical concepts. Instructional methods will accommodate the learning styles of both teacher candidates and primary students, meeting their individual needs and helping them achieve respective learning goals.

Purpose:

1. For Whom? This course will be required for all candidates in the early childhood education program.
2. What should the course do for the student? This course will provide participants with the knowledge and skills needed to develop and implement effective teaching strategies and assessment techniques in primary mathematics.

Teaching method planned:

Lecture, demonstration/modeling, group discussions, and problem-solving

Textbook:

Brumbaugh, D. & Rock, D. (2003). *Teaching K-6 Mathematics* (1st Ed.), N.J.:Erlbaum

Course Content:

Guiding Principles for School Mathematics, Number and Operations, Algebra in the Elementary Classroom, Geometry in the Elementary Classroom, Measurement in the Elementary Classroom, Data Analysis and Probability, Problem Solving

When completed, forward to the Office of the Provost.

9/03

ECE 321 – Methods for Teaching and Assessing Primary Mathematics

Prerequisite:

Admission to the Professional Education Program

Text:

Teaching K-6 Mathematics (Brumbaugh & Rock)

Conceptual Framework:

The Francis Marion University's School of Education prepares caring and competent teachers for the 21st century.

The undergraduate teacher candidate will demonstrate attributes of a caring teacher professional through the Disposition Evaluation Form in the five major areas of: (1) professional commitment, (2) respect for the learning process, (3) ethical standards, (4) respect for families, cultures, and communities, and (5) respect for colleagues, P-12 students, faculty, and staff.

The undergraduate teacher candidate will demonstrate the competencies of a teacher professional as measured by (1) knowledge of content, (2) ability to plan and implement instruction, (3) assessment of P-12 student learning, (4) ability to impact P-12 student learning, (5) performance in clinical experiences, (6) work with children of poverty, and (7) use of appropriate technologies in teaching.

Course Description:

This course is designed to introduce the undergraduate teacher candidate to the quantitative needs of primary students, and to the structure of the primary mathematics curriculum. Candidates will develop pedagogical strategies and teaching techniques that address primary students' quantitative needs. Candidates will be introduced to a variety of hands-on and manipulative (concrete and virtual) materials to help primary students understand different mathematical concepts. Instructional methods will accommodate the learning styles of both teacher candidates and primary students, meeting their individual needs and helping them achieve respective learning goals.

Course Goals:

The purpose of ECE 321 is to:

- 1) introduce primary school preservice teachers to the issues, challenges, trends, current curriculum development projects, and research in primary mathematics education.
- 2) promote the study and demonstration of primary school mathematics curricula in terms of methods of instruction to meet the needs of individual students.
- 3) promote the use of appropriate technologies to teach and assess mathematics.
- 4) facilitate critical reflection in students as effective primary school teachers of mathematics.

Course Objectives:

Candidates in this course will:

- 1) write papers on issues related to current mathematics trends.
- 2) explore and solve mathematical problems using a variety of hands-on and virtual manipulatives and other technologies.

Adept Performance Dimension

5, 6, 7
5, 6, 7

- | | |
|---|---------|
| 3) develop model lesson plans that integrate technology and that are based on collaboration in interdisciplinary subjects, such as Science. | 3, 4 |
| 4) develop a resource notebook for student teaching, including S.C. mathematics curriculum standards. | 4, 5, 6 |
| 5) become active in local, state, and national teaching organizations and be able to identify SCCTM and NCTM publications. | 10 |

As a result of course activities and experiences, teacher candidates will develop or strengthen appropriate:

Knowledge: Having sound pedagogical acumen about learners and content that enables one to be flexible in the applications of approaches to learning and their view of content an integrated, interrelated whole.

Skills: Having the ability to accurately and efficiently gather, interpret, and evaluate information; this ability involves processes that require analysis and synthesis. Engaging in metacognitive evaluation of actions, results of actions, and possible alternatives for the adjustment and/or improvement of learning. Judging actions and results only after careful scrutiny of the research and professional literature in the area of mathematics.

Dispositions: Possessing interpersonal skills and motivation to initiate and maintain productive interchanges with parents, community entities, colleagues, and students. Promoting knowledge, understanding, appreciation, and accommodation of differences and consequent inclusion of all learners; of particular relevance are those differences that arise from individual or group histories, identities, perceptions, and accompanying values.

Attendance:

Attendance is necessary if you are to succeed in this class since much of your final evaluation will depend on class participation and discussions. Any missed days will result in a deduction of 1% point of Class participation grade. Absences should be for emergencies only. If you miss more than 4 class periods, a grade of *NC* or *W* will be assigned.

Evaluation:

Student grades will be determined by quality of completed assignments (i.e. exercises, reports, and papers) and by participation in the class. All work is expected to be neat and orderly and turned in on due date. All papers are to be written following the APA style (American Psychological Association), using a word processor. Papers must be free of errors. Papers that do not meet these criteria will be given back for revisions. There will be a final comprehensive exam. *Any student missing the exam without a written excuse from the Provost will be assigned a grade of No Credit (NC).*

Assignments will be weighted as:

Exercises	20%	Papers	20%	Class participation
	20%			
Final Exam	20%	Activity Notebook	20%	

The final grade will be as follows:

A (90%-100%) **B+** (86%-89%) **B** (80%-85%) **C+** (76%-79%) **C** (70%-75%) **D+** (66%-69%), **D** (60%-69%)

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date August 29, 2005

Course No. EDUC 312 Title: Teaching and Assessing Reading in the Elementary and Middle School

Semester hours 3 Clock hours: Lecture 45 Laboratory 0

Prerequisite: Admission into the Professional Education Program

Enrollment expectation: 15-20 students per semester

Indicate any course for which this course is a

Consolidation of ELE 301 and ELE 401 from page 158 and 160-161 in the course catalog

Name of person preparing course description Tracy Meetze

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation Fall 2006

Date of School/Department approval August 2005

Catalog description:

This course will examine the current trends and practices in the teaching of reading in elementary and middle grades. In addition, this course will examine ways of assessing and correcting reading difficulties in P-12 students. The candidate will, at the completion of this course, be able to select appropriate reading and assessment strategies and techniques for use in the modern day classroom.

Purpose:

1. For Whom? This course would be required for all candidates in the elementary education program and as specified for middle level education majors.
2. What should the course do for the student? This course provides participants with the knowledge and skills needed to develop and implement effective reading strategies and assessment techniques in today's elementary and middle school classrooms.

Teaching method planned:

Lecture, role-playing, demonstration/modeling, simulation, group discussions and problem-solving activities.

Textbook:

Roe, B.D., Smith, S.H., and Burns, P.C. (2005). *Teaching Reading in Today's Elementary Schools*. (9th Edition) (Boston: Houghton Mifflin. ISBN: 0-618-34900-6).

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

The content of this course will examine the reading process, the stages of reading, and a host of current strategies and approaches for teaching reading in the elementary and middle school. This course will further examine current assessment techniques for assessing students with reading difficulties in the elementary and middle schools.

When completed, forward to the Office of the Provost.

9/03

Education 312: Methods of Teaching and Assessing Reading

Prerequisite: Admission to the Professional Education Program

Conceptual Framework

The Francis Marion University's School of Education prepares caring and competent teachers for the 21st Century.

The undergraduate level teacher candidate will demonstrate attributes of a caring teacher professional through the Professional Disposition Assessment Form in the five major areas of: (1) professional commitment, (2) respect for the learning process, (3) ethical standards, (4) respect for families, cultures, and communities, and (5) respect for colleagues, P-12 students, faculty, and staff.

The undergraduate level teacher candidate will demonstrate competencies of a teacher professional as measured by (1) knowledge of content, (2) ability to plan and implement instruction, (3) clinical experiences, (4) ability to impact P-12 student learning, (5) assessment of P-12 student learning, (6) work with children of poverty and integration of technology.

Course Description

This course will examine the current trends and practices in the teaching of reading in elementary and middle grades. In addition, this course will examine ways of assessing and correcting reading difficulties in P-12 students. The candidate will, at the completion of this course, be able to select appropriate reading and assessment strategies and techniques for use in the modern day classroom.

Course goals	ADEPT performance dimension
Students will develop a working knowledge of the reading process as well as the stages of reading and how they will affect the teaching of reading in a K-8 classroom.	1,2,4,5,6,7,8,9
Students will examine the South Carolina state reading standards and determine the reading proficiencies expected at each grade level in grades K-8.	1,2,3,4,5,6,7,8,
Students will acquire a working knowledge of the principles of assessing K-8 students' reading levels and determine how the principles affect assessment of K-8 students in reading.	1,2,3,4,5,6,8
Students will develop strategies and procedures for the teaching of word recognition, vocabulary, and comprehension.	1,2,3,4,5,6,7,8,9
Students will examine the major approaches for teaching reading (basal, literature-based, language	1,2,3,4,5,6,7,8,9

experience, eclectic).	
Students will develop strategies for teaching reading in the content areas.	1,2,3,4,5,6,7,8,9
Students will investigate ways to use technology to teach and assess reading.	1,2,3,4,5,6,7,8,9
Students will acquire knowledge of the various techniques used to assess K-8 student reading levels.	1,2,3,4,5,6,7,8,9
Students will explore formal reading assessments (norm-referenced and criterion referenced).	1,2,3,4,5,6,7,8,9
Students will explore alternative methods of reading assessments (observation, portfolio, and self-evaluation).	1,2,3,4,5,6,7,8,9
Students will explore and administer several informal reading assessments (IRI, Miscue Analysis, Running Record, Oral Retelling, and Reading Interest Inventory) to a K-8 student.	1,2,3,4,5,6,7,8,9
Students will use the data gathered from the reading assessments to determine the K-8 student's approximate reading level.	1,2,3,4,5,6,7,8,9
Students will devise prescriptive strategies that could be implemented to help the K-8 student in the case study.	1,2,3,4,5,6,7,8,9

Required Texts

Roe, B.D., Smith, S.H., and Burns, P.C. (2005). *Teaching Reading in Today's Elementary Schools*. (9th Edition)(Boston: Houghton Mifflin. ISBN: 0-618-34900-6).

Course Overview

- I. The Reading Act
 - a. reading process
 - b. reading theory
 - c. principles of teaching reading
 - d. standards for teaching reading

- II. Stages of Reading
 - a. emergent literacy
 - b. early reading
 - c. growing independence
 - d. reading to learn
 - e. abstract reading

- III. Word Recognition

- a. strategies
 - b. procedures
- IV. Vocabulary
- a. vocabulary development
 - b. instruction
- V. Comprehension
- a. strategies
 - b. instruction
- VI. Major Approaches to Teaching Reading
- a. basal/packageged programs
 - b. literature based
 - c. language experience
 - d. eclectic
- VII. Teaching Reading in the Content Areas
- a. language arts
 - b. social studies
 - c. math
 - d. science/health
- VIII. Use of Technology to Teach and Assess Reading
- IX. Assessment of Student Reading Progress
- a. formal assessment
 - 1. norm referenced
 - 2. criterion referenced
 - b. alternative assessment
 - 1. observation
 - 2. portfolio
 - 3. self-evaluation
 - c. informal assessment
 - 1. informal reading inventory
 - 2. miscue analysis
 - 3. running record

Methods of presentation

During this course, a variety of instructional activities will be used. These will include lecture, questioning, discussion, videos, demonstration/modeling, simulation/role play, whole and small group activities, analysis of diagnostic reports, and individual problem solving activities. Students will have opportunities to work independently and collaboratively with other students.

Course requirements

- Attendance and participation in all classes
- Completion of textbook readings before class
- Successful completion of all assignments and projects
- Successful completion of quizzes, exams, and presentations

Course policies**Attendance/tardiness**

- As this is a course preparing you for your profession, you are expected to be in class on time. Class attendance and punctuality are extremely important and expected.
- Since tardiness reflects your lack of preparation for class, excessive tardiness will also affect your grade. Two tardies will count as an absence.
- If a medical necessity or family crisis requires that you miss a class, you are to notify me in advance. Material presented in class should be obtained from a member of the class or me prior to the following class. Missed quizzes or tests may only be made up if prior arrangements are made.

Classroom courtesy

- You have a right to learn in a respectful environment and the instructor has the right to teach in a respectful environment. Engaging in personal conversation, studying for another class, or being inattentive is not professional behavior and could affect your final grade.
- Please turn off cellular telephones prior to entering class.

Class Participation

- It is vital that you read all materials prior to class so that you may contribute to discussions about the material. It is also important that you read material, as it may not be covered in class, but may be tested. It is your responsibility to have clarified in class any material not understood.
- Mere attendance to class does not ensure that you receive all participation points.

Course Assignments

- Assignments are to be submitted at the beginning of class. Any assignment turned in late will be penalized a letter grade for every day late. This is not intended as a punishment, but to maintain fairness in the evaluation of the work of all students.
- If you have any questions regarding an assignment, please contact me prior to the due date.
- Assignments for the course will include:
 - Case Study (40%)
 - Quizzes (40%)
 - Class Attendance/Participation, Professionalism, and Cooperative Activities in class (20%)

***** Please note that all assignments should be free of typographical and grammatical errors. Please be aware that excessive errors will result in a loss of points.**

Grades will be determined using the following grading scale:

Grade	Description	Points per semester hour	Grading scale
A	Distinction	4.0	93-100
B +	Somewhat below distinction	3.5	90-92
B	Above average	3.0	85-89
C +	Somewhat above average	2.5	80-84
C	Average	2.0	77-79
D+	Somewhat below average	1.5	75-76
D	Below average	1.0	70-74
F	Unsatisfactory (no credit)	0	Below 70

SPECIAL NOTE: PLEASE NOTE THAT THIS CLASS REQUIRES THAT YOU SPEND TIME IN SCHOOLS. HOWEVER, THERE WILL BE RELEASE TIME FROM CLASS FOR CLASSROOM OBSERVATIONS.

*****THE INSTRUCTOR RESERVES THE RIGHT TO MAKE ANY CHANGES TO THE SYLLABUS AS NECESSARY.**

EDUC 312 Methods of Teaching and Assessing Reading
Course Outline

Content Outline:

- X. The Reading Act
 - a. reading process
 - b. reading theory
 - c. principles of teaching reading
 - d. standards for teaching reading

- XI. Stages of Reading
 - a. emergent literacy
 - b. early reading
 - c. growing independence
 - d. reading to learn
 - e. abstract reading

- XII. Word Recognition
 - a. strategies
 - b. procedures

- XIII. Vocabulary
 - a. vocabulary development
 - b. instruction

- XIV. Comprehension
 - a. strategies
 - b. instruction

- XV. Major Approaches to Teaching Reading
 - a. basal/package programs
 - b. literature-based
 - c. language experience
 - d. eclectic

- XVI. Teaching Reading in the Content Areas
 - a. language arts
 - b. social studies
 - c. math
 - d. science/health

- XVII. Use of Technology to Teach and Assess Reading

- XVIII. Assessment of Student Reading Progress
 - a. formal assessment

1. norm-referenced
2. criterion-referenced
- b. alternative assessment
 1. observation
 2. portfolio
 3. self-evaluation
- c. informal assessment
 1. informal reading inventory
 2. miscue analysis
 3. running record

Text:

Roe, Betty D., Smith, Sandy H., and Burns, Paul C. Teaching Reading in Today's Elementary Schools (2005). 9th Ed. Houghton Mifflin.

[There is a chapter in this text specifically designated for assessing reading difficulties.]

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE *or* MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date August 22, 2005

Course No.: Education 311

Title: Foundations of Instructional Planning and Assessment

Semester hours 3 Clock hours: Lecture 45 Laboratory 0

Prerequisite: Admission into Professional Education Program

Enrollment expectation: 30-45 students per semester

Indicate any course for which this course is a

Substitution for EDUC 488 Educational Measurement, Evaluation, and Testing on page 167 of the 2005-2006 Francis Marion University catalog. The hours have been increased from 2 hours to 3 hours.

Name of person preparing course description: Dr. Sharon Moore Askins

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation: _____ Fall 2006

Date of School/Department approval _____ August 2005

Catalog description: Designed to develop an understanding of effective instructional planning, both long-range and short-range, to improve student achievement. Also introduces students to designing a standards-driven assessment using curriculum standards as the foundation of assessment. The students will also develop an understanding of measurement, evaluation, and testing techniques. Both informal and formal test interpretation are covered.

Purpose:

1. For Whom? This course would be required for all undergraduate students enrolled in Francis Marion University's Early Childhood, Elementary, Middle School, and Secondary programs.
2. What should the course do for the student? This course provides participants with the knowledge and skills needed to develop and implement effective long-range and short-term instructional plans and appropriate standards-driven assessments for students in order to improve student achievement.

Teaching method planned: Lecture, role-playing, cooperative learning groups, demonstration/modeling, simulation, group discussions and problem-solving activities.

Textbook: Educational Psychology, Anita Woolfolk, 9th Edition, Allyn and Bacon, 2005 (Chapters 34 (planning) and 39-41 (assessment)). (This book was already purchased for Education 300 and will be used again.)

A Taxonomy for Learning, Teaching, and Assessing, Abridged Edition, Lorin Anderson et. al, 2001, Longman.

Course Content: The content of the course will examine the long-range and short-range instructional planning components for teacher candidates to meet the requirements of the state evaluation system. The course also covers responsibilities related to planning, developing, using, and interpreting assessments during instructional units to improve teaching and learning.

Education 311

Instructor:

Office:

Phone/Voicemail:

Office Hours:

E-mail:

Meeting Times:

Meeting Location:

Conceptual Framework

The Francis Marion University's School of Education prepares caring and competent teachers for the 21st Century.

The undergraduate level teacher candidate will demonstrate attributes of a caring teacher professional through the Professional Disposition Assessment Form in the five major areas of: (1) professional commitment, (2) respect for the learning process, (3) ethical standards, (4) respect for families, cultures, and communities, and (5) respect for colleagues, P-12 students, faculty, and staff.

The undergraduate level teacher candidate will demonstrate competencies of a teacher professional as measured by the following: (1) knowledge of content, (2) ability to plan and implement instruction, (3) clinical experiences, (4) ability to impact P-12 student learning, (5) assessment of P-12 student learning, (6) work with children of poverty and (7) integration of technology.

Prerequisite: Admission to the Professional Education Program

Course Description

This course is designed to develop an understanding of effective instructional planning, both long-range and short-range, to impact student achievement and classroom measurement. Introduces students to designing standards-driven assessments using curriculum standards. Both informal and formal test interpretation is covered. **(3 credit hours)**

Course Policies Regarding Attendance/Tardiness/Assignments/Courtesies

- As this is a course preparing you for your profession, you are expected to be *in* class *on* time.
- Your peers can serve as valuable resources for you throughout the course. However, the work you submit must be your own.
- Assignments are due at the beginning of class unless otherwise indicated. Late assignments carry a penalty of 10% for *each day* late.
- Cell phones must be turned off prior to the beginning of class. Also, it is distracting to me and to your classmates for you to check your cell phone, pager, etc, for messages while class is taking place.
- Any exemption to the above will be determined on a case-by-case basis at my discretion.

Methods of Presentation

Each class will be a combination of lecture, role-playing, cooperative learning groups, demonstration/modeling, simulation, group discussions, and problem-solving activities. Students will have opportunities to work independently and collaboratively with other students.

Texts:

Educational psychology, Anita Woolfolk, 9th Edition, Allyn and Bacon, 2004 (Chapters 34 - planning), 39-41 (assessment). Special Note: This book was already purchased for Education 300 and will be used a second time.

Taxonomy for Learning, Teaching, and Assessing, Abridged Edition, Lorin Anderson et. Al., 2001, Longman.

Evaluation

Course grade determined by performance on the following items:

<i>Code</i>	<i>Activity</i>	<i>Points</i>
	Assignment 1 (Teacher's SDE Assessment Notebook)	
	Assignment 2 (Simple Table of Specifications)	
	Assignment 3 (Weekly Lesson Plan and Classroom Assessment Project)	
	Midterm Exam	
	Presentation of Assessment Construction Project	

Grading

Final grades will be based on the scale designated below:

<i>Grade</i>	<i>Description</i>	<i>Qlty Pts per Sem. Hr.</i>	<i>Points</i>
A	Distinction	4.0	
B+	Somewhat below distinction	3.5	
B	Above average	3.0	
C+	Somewhat above average	2.5	
C	Average	2.0	
D+	Somewhat below average	1.5	
D	Below average	1.0	
F	Unsatisfactory	0.0	

IMPORTANT DATES

Last day to withdraw without penalty

Fall Break

Last day to withdraw

Classes	Class Date	Class Time	Topics	Assignments
CO URSE SCHEDULE –Fall 2005s meeting			Chapter 1 Introduction to The Taxonomy: Educational Objectives and Student Learning and Instructional Planning	Assignment 1 Given <i>Teacher’s State Department of Education Assessment Resource Notebook</i>
			Chapter 2 The Structure, Specificity, and Problems of Objectives	
			Chapter 3 The Revised Taxonomy Structure, The Taxonomy Table	Assignment 1 Due <i>Teacher’s State Department of Education Assessment Resource Notebook</i>
			Chapter 4 The Knowledge Dimension	
			Chapter 5 The Cognitive Process Dimension	
			Chapter 6 Using the Taxonomy Table	Assignment 2 Given (Simple Table of Specifications)
			Midterm Examination on Chapters 1-6 and Feedback on Assignment 1	
			Feedback on Midterm Examination And	Assignment 2 Due

			Completion, Short-Answer, and Selected-Response Items	
9			Classroom Assessment Construction Project Guidelines Reviewed and Project Started in Class	Assignment 3- Parts A (Classroom Assessment Construction Project) and B (Weekly Lesson Plan)
10			Pee Dee Education Web-based Assessment Resources	
11			Chapter 14 Administering and Interpreting Standardized Tests	
12			Chapter 15 Classroom Assessment and Long-range and Short-range Planning Review	
13			Work on Classroom Assessment Construction Project in Class to Receive Feedback and Peer Review of Classroom Assessment Project	Assignment 3 (Part A) Due
14			Alternative Assessments	Assignment 3 (Part B) Due
15			Course Evaluation and Presentations of Classroom Assessment Construction Projects	

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE *or* MODIFICATION
OF AN EXISTING COURSE

Department/School School of Education Date: August 26, 2005

Course No. or level: EDUC 487 Title: Classroom Management

Semester hours: 2 Clock hours: 30 Lecture: X Laboratory _____

Prerequisites _____

Corequisites: Education 489 and Education 490

Enrollment expectation: 35-40

Indicate any course for which this course is a (an)

Substitute: Education 488 Measurement, Evaluation, and Testing has been removed from the Student Teaching Block and a new course, Education 487 Classroom Management, has been added.

Name of person preparing course description: Dr. Sharon Moore Askins

Department Chairperson's/Dean's Signature _____

Provost's Signature:

Date of Implementation: Fall 2006

Date of School/Department approval _____

Catalog description:

Designed to develop the knowledge base and skills in teacher candidates for them to be successful in their role as classroom manager. Emphasis is on preparation in the following areas: classroom rules and procedures, disciplinary interventions, teacher-student relationships, teacher mental set, the students' responsibility for management, and getting off to a good start for teaching and learning.

Purpose: 1. For Whom: Teacher candidates in their student teaching block, Education 490

2. What should the course do for the student? The course should give the teacher candidates the knowledge base and skills for them to be successful in their role as classroom manager.

Teaching method planned: Cooperative learning groups, simulations, role-playing, lecture, case studies, and discussions.

Textbook and/or materials planned (including electronic/multimedia): Classroom Management that Works, Robert Marzano, Association for Supervision and Curriculum Development, Alexandria, Virginia, 2003

Course Content:

Classroom teachers can have a major impact on student achievement. Of the three roles of the classroom teacher-making choices about instructional strategies, designing classroom curriculum, and employing classroom management techniques-classroom management is arguably the foundation. Teacher candidates will be given hands-on experiences in managing instruction and student behavior.

When completed, forward to the Office of the Provost.

9/03

**EDUCATION 487
CLASSROOM MANAGEMENT
SYLLABUS TOPICS**

- A.** Building a Classroom Management System
- B.** Classroom Procedures and Rules
- C.** Handling Transitions and Disruptions
- D.** Using Proximity
- E.** Arranging the Classroom
- F.** Creating Independent Learners
- G.** Raising Expectations
- H.** Building Classroom Structure
- I.** Setting Limits
- J.** Producing Responsible Behavior
- K.** Dealing with Typical Classroom Crises
- L.** Discipline Interventions
- M.** Managing the Management System
- N.** Getting Off to A Good Start